**Year 9 Academic Curriculum Map**

All lessons are taught based on the needs of the pupils in the group. There is an emphasis on engaging prior knowledge, learning through concrete methods before moving onto more abstract concepts. All learning is delivered through visuals and multisensory opportunities to support language needs and working memory. Within streamed academic lessons there is further differentiation to support and challenge pupils.

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| **Subject** | **Term** | | | | | |
| **Autumn Half Term 1** | **Autumn Half Term 2** | **Spring Half Term**  **1** | **Spring Half Term**  **2** | **Summer Half Term 1** | **Summer Half Term 2** |
| **English** | **War Poetry**  Studying a range of poets involved with conflict. Different viewpoints regarding conflict to be covered.  \*higher ability pupils to be engaging with pre 20th century texts  Cross-curricular links with history.  Examples:   * Walter Tull as person to research * Dave **Black** * **In Times of Peace** John Agard * Teaching pupils about the history of Empire and colonialism * **The Gift of India** by Sarojini Naidu * descriptive writing lesson about Mansa Musa and the Mali Empire | **Creative Writing**  **Genre: Gothic stories**  Pupils to engage with texts from the gothic genre  Begin to make links to mark schemes for either GCSE or Functional Skills English , depending on level of pupils. Ensure pre-20th century texts are covered to link in with KS4 qualifications. | **The book and the film**  Pupils study a film based on a book. This will include comparing the film with extracts from the book to discuss features and themes. They will analyse the use of cinematography, sound and mise en scene by the director to tell the narrative. They will also analyse a writer’s toolkit, identifying language techniques and structural choices and commenting on the effect of these.  Choice of films includes The Boy in the Striped Pyjamas, Holes, A Monster Calls, Wonder, Harry Potter | **Social Issues**  Pupils Identifying and understanding social issues in a text to explore the content.  They will explore how to spot the social issues in texts by examining context of the text – author’s background, setting, historical context etc.  A social issue is some problem or concern connected to a larger issue that affects society in general.  E.g. homelessness, racism, mental health, war  Choice of readers includes Stone Cold, Jake’s Tower, Wonder, a Streetcat named Bob, the Pesky Rat, Refugee Boy, Noughts and Crosses.  Cross-curricular links with citizenship and ASDAN. | **Shakespeare: Romeo and Juliet**  Studying the complete play: this can be taught dependent on ability.  Higher ability pupils may be introduced to language from the script. Lower ability pupils can be taught the storyline and characters.  All pupils to complete reading, writing and speaking and listening tasks linked with the play.  Cross-curricular links with history.  Useful film resources: Film Romeo and Juliet – Baz Lurhman’s or Zeffirelli’s version | **Non-fiction Writing**  Pupils will identify and analyse a range of persuasive language devices from a variety of texts. Pupils will produce their own non-fiction texts.  Pupils will explore DAFOREST language techniques and study the structure of a text.  Link to programme of study for KS4, either GCSE English Language or Functional Skills English |
| **Maths** | **NUMBER**  Studying a range of topics from the Number strand, which are as follows:  Place value, the four operations, number properties, fractions, decimals, simple percentages i.e. 50% and 100%.  \*higher ability pupils to be engaging with more complex topics such as negative numbers, equivalent fractions, mixed numbers, improper fractions, complex calculations and percentages, language-based questions with complex syntax, problem solve, ratio and proportion, algebra.  **MONEY AND TIME**  Pupils to engage with money combinations and calculating the total of the items and calculating the correct change from a given quantity.  Pupils to engage with telling the time and calculating the length of a journey (functional Maths linked to SLT). Pupils to engage with activities in regards to reading a train timetable or a cinema schedule. Pupils to engage on putting daily tasks in order.  Higher ability pupils to be engaging with percentage increase and decrease and compound interest.  **SUMMER**  **STATISTICS**  Pupils to engage with activities in regards to tally carts, bar charts and pictograms, Venn diagrams, two-way tables and co-ordinates.  Higher ability pupils to be engaging with more complex topics such as: averages, histograms, conversion graphs, lines of best fit, probability, probability trees and co-ordinates in the 4 quadrants.  Cross-curricular links with IT when using the Maths interactive learning tools  Cross-curricular links with SLT when introducing, presenting and describing Mathematical vocabulary.  **AUTUMN**  **MEASURE (LENGTH, CAPACITY AND MASS)**  Pupils to engage with activities in regards to units of length, capacity and mass.  Cross-curricular links with IT when using the Maths interactive learning tools  Cross-curricular links with SLT when introducing, presenting and describing Mathematical vocabulary  Examples:   * Difference between area and perimeter   **SPRING**  **GEOMETRY**  Pupils to engage with activities in regards to 2D and 3D shapes, symmetry, position, direction and movement.  Higher ability pupils to be engaging with more complex topics such as: area and perimeter of complex shapes, area of circular shapes, volume of prisms, rotational symmetry and the 4 transformations.  Cross-curricular links with IT when using the Maths interactive learning tools  Cross-curricular links with SLT when introducing, presenting and describing Mathematical vocabulary. Pupils to engage with putting daily tasks in order.  Examples:   * Properties of 2D and 3D shapes * Number of edges, vertices and faces * Enlargement * Translation and reflection | | | | | |
| **Science** | **Safety Review and Chemical Reactions**   * Identify hazards and learn how to minimize risk to themselves and peers. * Mixing materials can cause change. * Learn the difference between reversible and irreversible reactions. * Investigate acids and alkalis. * Learn about neutralisation reactions. * reactions of acids with metals to produce a salt plus hydrogen   \* higher ability students - exothermic and endothermic chemical reactions | **Forces**   * Forces change speed and direction. * Surface area can affect the speed of an object dropping to Earth. * Learn about the terms; gravity, friction, air resistance, and water resistance. * GalileoGalilei * How magnets produce an area of magnetic force called a magnetic field. | **Evolution and Inheritance**   * Basic genetic traits and how genes are inherited over generations. Students will practice interpreting and constructing family trees. * Adaptations - how organisms are adapted for survival. Students will also learn about camouflage and mimicry. * Fossils – fossil formation and how fossils provide evidence for evolution. * Evolution –evolution as a change over time. * Charles Darwin | **The Periodic Table**   * The periodic table: periods and groups; metals and non-metals. * The properties of metals and non-metals. * The varying physical and chemical properties of different elements. * How patterns in reactions can be predicted with reference to the periodic table. * The chemical properties of metal and non-metal oxides.   \* higher ability students will study the principles underpinning the Mendeleev periodic table and a more in-depth study of Groups 1, 7 and 0 of the periodic table. | **Plants**   * Labelling a flowering plant, Functions of: -roots, stem, leaves, flower * Seeds dispersal * The flower of a plant is important to its life cycle. * Pollination * Experiments to show effects on a plant of lack of water/light/ temperature. * Photosynthesis - plants need carbon dioxide, water and light.   \* Students going on to study GCSE Science will learn about plant cells and organelles, chlorophyll, transpiration, translocation, chromatography and plant diseases. | **Light and Sound**   * Light travels from its source, it travels in straight lines to our eyes. * Convex and concave mirrors. Use Light ray boxes and prisms to split while light up to form a spectrum * The structure of the eye * Vibrating objects make sound. * The structure of the ear.   \* Students going on to study GCSE Science will begin studying the ‘Building Blocks’ unit of GCSE course. The particle model, density, gas pressure, Specific Heat capacity, and meanings of purity. |
| **Humanities** | **History**  - Building and improving historical skills such as: Source inferencing, understanding bias, Understanding chronology and anachronisms  - African History: Africa before slavery, Kingdoms of Benin, Kingdoms of Mali, Mansa Musa.  - The Lave trade: Transatlantic slave trade triangle, Life in the Plantations, Slave uprising, Abolitionists. | **History**  **-** The Industrial Revolution:Changes in Britain, working in Factories, Industrial diseases, Jack the Ripper, Victorian Christmas | **Geography**  - Geography Skills: Data analysis, Map and Atlas work.  - Tectonic Movement and Tectonic hazards:  Structure of the earth, Tectonic plates, causes of Earthquakes, effects and aftermath, Earthquake case study. | **Geography**  - Continuing with Tectonic Movement and Tectonic hazards: Causes and effects of Tsunamis, Aftermath. Case study of Tsunami.  - Causes and effects of Volcanoes, Types of Volcanoes, Aftermath of Eruptions, Case study of Volcano. | **Religion Education (RE) – Buddhism**   * Main beliefs * Significant symbols * Temples * Significant texts * Festivals and celebrations | **Religion Education (RE) – Sikhism**   * Main beliefs * Significant symbols * Temples * Significant texts * Festivals and celebrations |
| **PSHE** | **Being Me in My World**   * Influences on self-identity, including peer approval * Self-esteem and how it links to risky choices * Applying knowledge about risk to suggest ways to keep safe | **Celebrating Difference**   * Inequality and discrimination * Bullying and how to challenge it * Importance of inclusive language * How to access support in event of bullying via social media/ internet | **Dreams and Goals**   * Mental and physical health, and how these are linked to realising goals and dreams * Non-financial goals, including links to developing positive self-image * Planning for potential setbacks | **Healthy Me**   * Health choices * Legal and illegal substances (alcohol, tobacco, illegal drugs) * Peer pressure and misconceptions about use of substances amongst young people | **Relationships**   * Healthy relationships * Power, control and coercion in relationships * Potential risks around intimate relationships (consent; incl. pregnancy and STIs as appropriate) | **Changing Me**   * Importance of mental health, including factors which can support this (e.g. sleep) * Developing resilience * Coping with change * Strategies to manage change more effectively |
| **PE** | **Athletics**   * Throwing * Javelin * Shot put * Jumping * Long jump * High jump * Sprinting 100m   **Football (after Sports Day)**   * Intro to Football * Ball control * Dribbling * Turning * Running with the ball * Short passing * Receiving * Shooting | **Unihoc/Floorball**   * Dribbling and stick handling * Passing * Shooting * Protecting the ball * Faking * Mini games   **Gym and Dance**   * Intro to Gym and dance * Traveling * Unison/Action words * Jumping * Focus on theme/types of dance.   **Fitness**   * Intro to Fitness * Strength full body Circuit | **Gym and Dance**   * Practice and Performances (preparation for Gym and Dance Show)   **Volleyball**   * Intro to Volleyball * serving * passing (forearm underhand passing), * setting (overhead passing) * attack options (hitting/spiking) * blocking (from attack and defend positions) * defensive skills (rolling & sliding) | **Cross Country**   * Pupils to perform a minimum of 3 X-C runs * Students able to see if progress is made in the 3 runs. * Explain the concepts of pace and rhythm when running * Breathing patterns discussed * **Badminton** * Grip * Back Hand * Forehand * Stance * Footwork * Serve   **Fitness**   * Strength full body Circuit | **Kwick Cricket**   * Introduction to Kwik cricket * Fielding/ Catching * Batting * Bowling * Game/ Non-stop * **Basketball** * Intro to Basketball * Passing * Footwork * Dribbling * Shooting * Defending * Attacking * Mini Games   **Fitness**   * Strength full body Circuit | **Tennis**   * Intro to Tennis * Forehand Drive * Backhand Drive * Service * Mini games   **Rounders**   * Intro to rounders * Catching and underarm throwing * Bowling * Over arm throw * Batting * Game Rules and Umpiring   **Fitness**   * Strength full body Circuit |
| **Design and Technology (DT)** | Students will develop their understanding for the industrial process of vacuum forming by designing and making their own individual vacuum forming pattern to mould a clock face. Theoretical work will be based on plastic properties and environmental issues.  Key vocabulary: design brief, specification, pattern, draft angles, vacuum former, mould, thermoplastics, thermoset plastics, malleable, rigid, high impact polystyrene (HIPS), material thickness. | | To develop students’ woodworking knowledge and skills they will work on an introduction to wood turning project and turn a candlestick between centres on the wood lathe. Students will also learn about the difference between hard and soft woods, their properties and uses.  Key vocabulary: material thickness, wood lathe, turning between centres, revolving centre, tailstock, tool rest, rough turning, turning a profile, pillar drill, disc sander, hard wood, deciduous, soft wood, coniferous/evergreen, wood grain, hard, tough, durable, flexible. | | Students will further develop their understanding and practical independence for wood working skills by following a given production plan to make a side table with a decorative decoupage finish. The side table will be made from pine and plywood using cross halving joints and counter sink screws.  Key vocabulary: Pine, plywood, try square, steel rule, bench hook, bench vice, G-clamp, tenon saw, chisel, long grain, short grain, marking gauge, disc sander, pillar drill, counter sink, clearance holes, cordless drill. | |
| **ICT** | **IT in the digital world**   * Software tools * Human Computer interface * Operating systems * Storage * System testing | **IT in the digital world**   * Malware * Social engineering * Protection * Encryption * Authentication * Backup * Health & Safety | **Spreadsheets**   * Planning * Designing * Human computer interface * Data Handling * Data types * Data validation * Data entry | **Spreadsheets**   * Functions * Formula * Sorting * Filtering * Relative cell referencing * Absolute cell referencing | **Databases**   * Planning * Designing * Human computer interface * Data Handling * Data types * Data validation * Data entry | **Databases**   * Table creation * Searches * Single/multiple criteria * Wildcard searches * Form creation * Switchboard creation |
| **Music** | Pupils will begin the year preparing for Music Week. Firstly, pupils will be working on a Musical Theatre presentation with a professional triple threat performer. We will use class time to prepare the vocals for this session using material from a contemporary pop/rock musical, ‘Six’, based on Henry VIII’s six wives. Pupils will also work with music professionals on a Black History Project working with Steel Pans, a Folk Workshop with a fiddle and spoons player, a World Music Workshop with a bassist and drummer and participate in a drum circle.  After half term pupils will prepare vocal material for the Christmas show. | | Pupils will be looking at ensemble performance and the skills required to ensure a smooth and consistent performance. Pupils will use xylophones, metallophones, bass guitars, electric and/or acoustic guitars and keyboards. 2 different pieces will be selected in contrasting styles – a world music piece (unfamiliar to the pupils) and a movie theme (familiar). Pupils will be required to follow notation (sheet music) with supporting annotation, play in small sections, be aware of tempo and timing, stick to their part while others play different sections and work together to perfect practice regimes.  Pieces will be performed as a group and in sections (percussionists, string players etc) and these will be filmed and watched to assess necessary criteria. | | The class will be focussing on singing this term in preparation for the summer show. Pitching, diction, rhythm and projection skills will be at the forefront. The class will sing in an ensemble and solo in front of the class, look at the purpose of lyrics within a musical theatre context and view footage of the songs as performed in a professional context. Instrumentation to accompany the show will be explored and discussed and the class will examine the orchestrations originally intended by the composer. The pieces will be dissected in terms of style and delivery and rehearsed to performance level in time for show day. | |
| **Art** | **3D Materials**  In the first half of the Autumn term students will investigate different materials towards a relief or 3D outcome. They will experiment with properties of materials focusing on the formal elements of shape, form and texture. This will include clay, plaster, mod roc, cling film, Sellotape and tin foil. Students will explore sculptural and casting methods as well as installation. | Students will work towards a final realisation focusing on the expressive qualities of materials to create a meaningful response. Everything will be supported and documented by photography. | **Photography**  Students will explore the theme ‘Still Life’ and what that means in contemporary terms. Through a range of media and workshops which will act as a taster for GCSE Photography. Pupils will be given introduction to the historical context of photography and the opportunity to work in the departments darkroom to create photograms, watergrams and cyantotypes. They will also experiment with editing, heat transfer techniques and long exposure light trail photography using an SLR camera. | The aim of these workshops is to give all year 9 pupils the opportunity to broaden their knowledge and understanding within the area of photography, regardless of whether or not they choose Photography as an option at GCSE. | **Printmaking**  Students will be exploring mark-making through mono printing, stencilling mono, etching and intaglio processes. Students will hone their understanding of tone and texture through printmaking and the study of artists such as Paula Rego, Edward Hopper, David Hockney, Jim Dine and Michel Landy. They will also consider the context of their work through the exploration of fantasy, surrealism and storytelling by looking at the work of Max Ernst, Kiki Smith, Hew Locke and Grayson Perry. | Students will have an option to start with a choice of stimuli e.g. collage, natural forms and photography to create a composition  By the end of the half term pupils would have developed their own composition which they will have printed as an A4 intaglio print. |
| **Drama** | **Improvisation**  Students will explore different ways of creating characters physically and vocally as preparation for developing an improvised piece:  •Taking as an initial stimulus Roald Dahl’s short story ‘Lamb to the Slaughter’, or other murder mystery stories they are familiar with, students will devise their own ‘Murder Mystery’ play.  •They will use techniques such as hot seating and thought tracking to develop character and plot.  They will consider how use of technical aspects such as set, sound, lighting and costume can enhance dramatic effect.  **Key terms:** characterisation, physicality, intention, hot seating, staying in role, position on stage. | **Play**  Students will use drama lessons to:  Prepare, produce and present Yr9 Christmas show.  **Key terms:**  Character, voice projection, Script Cast list Act Scene Line Stage Directions Stage geography e.g. upstage/downstage.  On stage, off stage, back stage. | **Script / Roles in Theatre**  Students will have the opportunity to explore character development and aspects of performance. They will develop their knowledge of the difference between script and improvisation and how to follow a script.  Having explored how scripts are translated in to performance, students will go on to learn about different roles in theatre, and how these roles are interdependent. By comparing different ways of interpreting and staging a performance, different technical aspects of staging such as split stage, students will have the opportunity to identify links with key theatre practitioners and playwrights and consider theatre in a wider context.  **Key terms**: Actor/ Director. Team work. Performance. Audience. Set designer, Costume designer, Costume and Make-up, dept Props, dept Stage manager, Lighting designer Sound Front of house & publicity. | | **Preparation Rehearsals Performance**  Building on skills developed on previous term, students will begin to work on their final show, taking a range of different themes as stimuli or a script. Thorough technical exercises students will practice their:   * use of facial and vocal expression, vocal delivery, * movement and gesture, * position on stage * design and use of costume, set and props, referencing both script and improvisation.   Students will prepare, rehearse and learn lines/songs/movement set or plan technical and backstage support, as determined by student choice.  **Key terms:** character performance facial and vocal expression, vocal delivery, movement and gesture, position on stage, stage directions, costume, set and props, script and improvisation. | |
| **Duke of Edinburgh Bronze award** Hampshire DofE open Expeditions | Hampshire County Council | Students will work through the four sections of the award throughout the year. The course will vary from group to group as the course is lead via students’ interests and we like to allow them to take charge in planning and choosing which sections they are working on.  The four sections are  Volunteering, Physical, Skills, and Expedition.  The Expedition is a 2-day 1-night trip to east Grinstead. Students will use their map reading, compass skills and navigation as well as team work and shared aims on this assessed expedition.  All pupils will have an eDofE account where you will be able to see their progress though out the year- this will be sent home with you son / daughter once they have logged in in the next term. <https://edofe.org/login>  <https://www.dofe.org/do/benefits/> | | | | | |
| **Life Skills (Speech and Language Therapy)**  **ASDAN PDP Bronze Award** | **Self Awareness**  Students will develop self-reflection and self awareness skills in relation to their strengths and weaknesses in order to know how best to support themselves with accessing learning within Y9.  Students are taught about the types of communication difficulties in relation to speech, language and communication needs | **Discussion Skills**  Students develop discussion skills, such as researching a particular topic, sharing ideas and understanding and respecting differing viewpoints. The topic is chosen as a group. | **Group Work**  Students develop team working and social skills in order to reach a common goal. Group activities are chosen within their life skills groups to support motivation | **Citizenship and Community**  Students choose a citizen or community project where they give back to a local community. In the past these have been done for example online, writing letters to other students across the world-working with charities or they can be supporting more local causes such as the local community. Students contribute at least 10 hours of community work over the term. | **Drama Skills**  Alongside the drama department students have a role with the Y9 play, whether this is a cast member, props or choir students work together in order to practice key skills needed for taking part in the school play. This could include voice work, non-verbal communication for cast members or working as a team to create props for the set design. | **Personal Care/Leisure and wellbeing in collaboration with OT and Preparation for Life Days**  Alongside the OT department students work towards understanding the importance of personal care and leisure activities. Students have the opportunity to take part in these activities during the preparation for life days. |