




Year 9

Curriculum Maps

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Subject: ART, DESIGN & TECHNOLOGY

Time Period	Autumn/ Spring/ Summer	Autumn/ Spring Term		Summer Term
	Art 1x lesson a week	Food 1x lesson a week 12 week rotation	 3D Design 1x lesson a week 12 week rotation	Arts Mark
Content	A skill building foundation year, preparing students for advanced and independent use of a wide range of media and materials, artists, designers and craftsmen.	Working to an afternoon tea themed brief exploring the British tradition and history of afternoon tea and its importance in the hospitality and catering industry	Experimenting with a range of three-dimensional materials in response to a clock design brief	Opportunities for students to get involved in community-based projects, and the transferrable skill of creativity
Skills	<ul style="list-style-type: none"> • Artist research and analytical skills, using key vocabulary and subject terms. • Development in annotation to support ideas and the recording of technique and media processes • Confidence in selecting independent sources and presenting these with clarity in a small board format • Further experimentation in a wide range of selected materials and resources, exploring these to its full limitations 	<ul style="list-style-type: none"> • Knife skills including Julienne, dicing and chiffonade • Plate styling and food presentation • Food nutrition including its source and production • Reading and understanding a recipe including its numerical units • Health and safety and kitchen hygiene 	<ul style="list-style-type: none"> • Understanding and responding to a brief through appropriate research elements • Analysing the work of relevant craftsmen and designers. • Building on the possibilities of different three-dimensional materials and how to use these effectively for purpose 	<ul style="list-style-type: none"> • Working collaboratively with students, staff and outside sources. • Opportunities to explore the importance of creativity • Utilise skills across all ADT disciplines to respond to a brief/project

Key Questions	How have I been inspired by the work of other artists, craftsmen and designers? Are my ideas clear through annotations? Have I shown independence in my selected sources? Am I using media and materials with skill and refinement?	Have I followed health and safety and used appropriate equipment when preparing food? Am I able to follow a recipe including specific measurements and sequence of ingredients? Can I demonstrate eye for detail and presentation when plate styling and preparing food?	What materials are appropriate for use? Have I shown refinement and skill in my use of materials? How do my design ideas reflect the brief? How have I used the influence of other craftsmen/ designers?	What are my strengths and how can I utilise these when working in a team? What discipline has been my strength and how can I use this to respond effectively to a brief?
Assessment	Board submission feedback	End of term feedback	End of term feedback	End of term feedback

Subject: IT & COMPUTING

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Students will cover 2 units of work:</p> <p>Unit 1 Spreadsheets –</p> <p>In this unit, students will use spreadsheet tools to analyse data from a number of spreadsheet model scenarios. They will learn how to use different formulae and functions. Students will learn about the different ways that data can be presented and why different representations are suitable for different audiences and purposes</p> <p>Unit 2 Movie Maker –</p> <p>For this unit students will explore the use of</p>	<p>Unit 3 App Design –</p> <p>In this unit students will design and create their own Apps suitable for using on a smart phone or tablet.</p> <p>Students will use online app development software, App Lab, to design their user interface and then use block based programming to code and add functionality to their app. Students will be able to test and interact with their app as if it were a real life application. Students will build their skills through a number of different tasks leading to creating a game scenario.</p>	<p>Unit 4 Enterprise –</p> <p>This unit will teach students how to use IT skills in a business context. Incorporating the skills that they have developed in past units during key stage 3, students will create a product/brand that they wish to market. They will create a range of digital promotional materials and carry out financial analysis for their product. Students will understand the importance of using competitor and target audience research to drive a successful product. Students will pitch their ideas in a “Dragon’s Den” style pitch.</p>

	<p>Serif Movie Plus.</p> <p>Students will learn how to build their skills to create a movie/advert that incorporates images, sound and videos.</p> <p>They will then apply these skills to plan and create an advert for an Animal Shelter.</p>		
Skills	<p>Students will learn how to use a spreadsheet to calculate and analyse sets of data using spreadsheet software.</p> <p>Students will be able to create appropriate visual representations of this data.</p> <p>This is a skill that is widely used in the most job sectors.</p> <p>Student will demonstrate how to create a professional looking video advert using a video/image editing software. They will understand the importance of creating products that have an impact on a particular target audience and are fit for the intended purpose.</p>	<p>Students will gain the skills to mimic apps used in the real world by creating a graphical user interface. They will build on their programming skills, drawing from their previous Python and Scratch programming units.</p>	<p>This unit allows the students to draw upon the different skills they have learnt during the units studied at KS3, including Graphics, Website Development, Spreadsheets, Video editing and Animation.</p> <p>These are all skills that relate to real workplace scenarios.</p>
Key Questions	<p>What is a Spreadsheet? What features make up a spreadsheet?</p> <p>How do I calculate using different formulae and functions?</p> <p>What types of graphs are appropriate to represent this data set? What is an Axis?</p> <p>What is absolute cell referencing?</p> <p>Who are your Target Audience for your advert? What is the purpose of your advert? What key features should we include in our advert? What is a transition?</p>	<p>What is an app? How do I create an app to suit the needs of the audience and purpose?</p> <p>What user interface features are essential for my app to be user friendly?</p>	<p>In what ways can I advertise my product?</p> <p>Who are my target audience?</p> <p>Who are my competitors?</p> <p>What is profit and loss?</p>

	How do you trim your video? How do I import and export my media files?		
Assessment week and content	Unit 1 Spreadsheets – wb 16/10 Unit 2 Movie Maker – wb 11/12	Unit 3 App Design – wb 18/03	Unit 4 Enterprise – wb 08/07

Subject: DRAMA

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Theatre through History – looking at different styles of theatre through History and how it has adapted to be what it is today</p> <p>The Haunted Mansion – using our story-telling skills to bring haunted worlds alive on stage</p>	<p>Games as Stimuli – Using games as stimuli to create performances</p> <p>Live Theatre – Watching, Analysing and Evaluating live theatre</p>	Romeo and Juliet Theatre in Education Project – Understanding and exploring Shakespeare practically
Skills	<ul style="list-style-type: none"> - Freeze frames - Comedy - Physical theatre - Gait - Posture - Eye contact - Body language - Tone - Pause - Accent - Pitch - Pace - Design - Direction - Script writing 	<ul style="list-style-type: none"> - Communication and cooperation - Hot seating - Marking the moment - Flash back - Monologues - Duologues - Spoken thoughts - Cross cutting - Freeze frames - Analysis - Evaluation 	<ul style="list-style-type: none"> - Spoken thoughts - Split scene/cross cutting - Using music to enhance a performance - Gait - Posture - Eye contact - Body language - Tone - Pause - Accent - Pitch - Pace - Design - Direction

			- Script writing
Key Questions	<p>What is a freeze frame?</p> <p>What is hot seating? How can we use it in this scenario?</p> <p>What can you do to stay in role?</p>		<p>Who is Shakespeare?</p> <p>Does anyone know any Shakespearian language?</p> <p>Who knows the themes of Romeo and Juliet?</p>
Assessment week and content	<p>Last week before October Half term – Use practitioner influence of Frantic assembly to create a physical theatre piece on</p> <p>Two weeks before Christmas break – emotions to create a role play showing scenes from the haunted mansion using physical theatre</p>	<p>Last two weeks before February half term – write and perform a group devised piece</p> <p>Last week before Easter holidays – Live Theatre Review</p>	<p>Week before end of school – Have a Romeo and Juliet workshop around one of the themes with a piece of theatre in education prepared on it</p>

Subject: ENGLISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>'Roll of Thunder, Here My Cry' by Mildred D. Taylor</p> <p>Short Story Anthology</p>	<p>Knife Crime: Non-fiction texts</p> <p>Poetry and Memory</p>	<p>'Macbeth' by William Shakespeare</p> <p>London: 19th century texts</p>
Skills	<p>Analysis of a fiction text, including selecting of evidence, inference and use of context.</p> <p>Identifying and understanding the different stages of a narrative.</p>	<p>Analysis of non-fiction texts, including selecting of evidence, inference and use of context.</p> <p>Planning, structuring and writing</p>	<p>Analysis of a dramatic text, including selecting of evidence, inference and use of context.</p> <p>Identification of dramatic techniques and</p>

	Planning, structuring and writing a narrative.	persuasively. Planning, structuring and writing creatively in a particular form (poetry).	their effect in a play. Planning, structuring and writing creatively in a particular form (19 th century fiction).
Key Questions	How are themes of power and prejudice presented in the novel?	How do writers use different types of rhetoric/persuasive language? What can the use of rhetoric tell you about a writer? How can we use rhetoric to present our own point of view? How is poetry different to prose? How does poetry engage a reader's emotions? How can I use a poem to present my own emotions about a past event?	What are the features of a Shakespearean tragedy? How does the historic context help us understand Macbeth? How does Shakespeare use dramatic techniques in Macbeth? How are 19 th century texts different to modern texts? How was Victorian London a city of contrasts? How did 19 th century London shape the world we live in today?
Assessment week and content	'Roll of Thunder...' Pupils analyse... Short Stories Pupils write their own short story, using some of those structural and language techniques explored in class.	Knife Crime Pupils research, plan and write a letter to their MP on the issue of knife crime. Poetry and Memory Pupils write their own poem inspired by a memory, along with a commentary explaining how the poem was written.	End of Year exam: pupils are assessed on the knowledge and skills they have learned since the start of Year 9. London Pupils write a creative description or narrative in a 19 th century style.

Subject: FRENCH

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> Me, my family and friends My studies and life at school/college 	<ul style="list-style-type: none"> Healthy/unhealthy living Home and town 	<ul style="list-style-type: none"> Free time and social media Travel and tourism
Skills	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation	listening, speaking, reading, writing and translation
Key Questions	Décris-moi ta famille Décris ta personnalité Décris ton meilleur copain. Décris-moi ton collègue Quelle est ta matière préférée? Pourquoi? Quel est ton prof favori?	Qu'est-ce que tu manges normalement? Quel est ton repas préféré? Que fais-tu pour rester en forme? Décris ta ville/ton village Qu'est-ce que tu voudrais changer dans ta ville/ton village? Où voudrais-tu habiter à l'avenir?	Qu'est-ce que tu fais pendant ton temps libre? Quelle est ton appli préférée? Pourquoi? Est-ce que tu aimes les médias sociaux? Pourquoi/Pourquoi pas? Où vas-tu en vacances normalement? Pourquoi? As-tu déjà visité la France? Qu'est-ce que tu as fait? Où voudrais-tu visiter? Pourquoi?
Assessment	October – reading December - writing	February – listening/translation March / April - speaking	May /June - exam July - writing

Subject: GEOGRAPHY

Time Period	Autumn Term	Spring Term	Summer Term
Content	Coasts: Pupils will study the ways that different coastal processes influence the coastline and how the impacts of these process can be managed. Natural Hazards: Pupils will study how natural hazards impact people and the environment, with a focus on tectonic hazards including	Glaciation: Pupils will study the way that ice sculpts the land and the impact of tourism on glaciated areas. War, conflict and the Middle East: Pupils will study the Middle East as a region, identifying the key human and physical factors that have influenced the middle east before investigating what the future for the	Ecosystems: Pupils will study ecosystems, food chains, biomes and their influences before taking an in-depth look at the tropical rainforest biome and the tundra biome.

	earthquakes, tsunamis and volcanoes.	Middle East holds.	
Skills	<ul style="list-style-type: none"> Describing locations and patterns Describing, sequencing and explaining, evaluating Field sketching Decision making 	<ul style="list-style-type: none"> Describing, sequencing, explaining, evaluating Locating places Researching, reading and comprehension Presenting data 	<ul style="list-style-type: none"> Describing and explaining Critical thinking Locating places Describing, presenting and evaluating data Reading and comprehension
Key Questions	<ul style="list-style-type: none"> What is the coastline and what shapes it? What are the risks to coastal environments and how are these risks managed? Why do earthquakes, volcanoes and tsunamis only happen in certain places? What are the opportunities and challenges of living in a tectonically active area? 	<ul style="list-style-type: none"> What is a glacier, why do they form and how do they shape the land? What does the future hold for glaciated environments? What has influenced the Middle East? What does the future hold for the Middle East 	<ul style="list-style-type: none"> What is an ecosystem made from? Where are the different biomes located and why? What are the different threats and opportunities for the tropical rainforests and tundra? How can the biomes be managed and protected?
Assessment week and content	<p>Formal assessment:</p> <ul style="list-style-type: none"> In class assessment on map-skills and identifying coastal features, and explaining the sequence of formation of a coastal landform Plate tectonics 30 minute classroom assessment <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p>Formal assessment:</p> <ul style="list-style-type: none"> Open book issue evaluation on impact of Tourism on Mount Everest Infographic on how the borders of the Middle East might look in 2050 <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p>Formal assessment:</p> <ul style="list-style-type: none"> Ecosystems in class assessment on ecosystem components, tropical rainforests and cold environments. <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>

Subject: HISTORY

	Autumn Term	Spring Term	Summer Term
Content and Key Questions (Delivery of the course may vary depending on timetabling and staff)	Wider World 1901-Present: World War One <ul style="list-style-type: none"> - What were the long and short-term causes of the First World War? - Why did young men volunteer? - Why was there stalemate? - What was life in the trenches like? - What were WWI battles like? - Why remember? Weimar Germany <ul style="list-style-type: none"> - What were the origins of the Weimar Republic? - What were the early challenges to the Weimar Republic? - How did the Republic recover? - How did society change? 	Nazi Germany <ul style="list-style-type: none"> - How did the Nazi Party develop? - How did Hitler become Chancellor? - How did Hitler create a dictatorship? - How did the Nazi's control the people? - In what ways did people oppose, resist and conform to Nazi policies? - What were Nazi policies towards women and the young? - How did the Nazi's change employment and living standards? - In what ways did the Nazi's persecute minorities? Europe Wider World 1901-Present: Events of World War Two <ul style="list-style-type: none"> - What were the key milestones in the course of WW2? - Did we really owe so much to so few for the Battle of Britain? - How was life in Britain different during the war? 	1901-Present: The Holocaust and Nazi Germany <ul style="list-style-type: none"> - What was the Holocaust? - How did the Nazi's rule Germany? - What was Jewish life like under Nazi rule? - What happened to Europe's Jews in WWII? - How did people respond to the Holocaust and who was responsible? - What was the aftermath and legacy of the Holocaust? Wider World 1901-Present: The Cold War Era <ul style="list-style-type: none"> - What was the Cold War? - What was the Vietnam War? - What was Britain's experience of the Nuclear Age?
Skills - History Disciplinary Concepts	<ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance). - Analyse, evaluate and use sources (contemporary to the period) to make 	<ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance). - Analyse, evaluate and use sources (contemporary to the period) to make 	<ul style="list-style-type: none"> - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance). - Analyse, evaluate and use sources (contemporary to the period) to make

	substantiated judgements, in the context of historical events studied. - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	substantiated judgements, in the context of historical events studied. - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	substantiated judgements, in the context of historical events studied. - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
Assessment and content	- What were the causes of WWI - How Useful - Hyperinflation - Explain Why Germany Recovered 1924-29	- Interpretations of Nazi Support 1929-33 - Britain Alone Project	- Holocaust Project Booklet/Memorial - End of Year exam: Weimar and Nazi Germany

Subject: MATHS – STANDARD

Time Period	Autumn Term		Spring Term		Summer Term	
Content	<ul style="list-style-type: none"> Area and circumference of circles Ratio and proportion Angles and polygons Pythagoras's theorem Algebraic manipulation 	<ul style="list-style-type: none"> Collect/represent data Decimal numbers Equations and formulae 	<ul style="list-style-type: none"> Surface area and volume of 3D shapes Distance, speed and time Coordinates and linear graphs Laws of Indices Standard Form 	<ul style="list-style-type: none"> Percentages Sequences Scatter graph Compass and ruler constructions 	<ul style="list-style-type: none"> Quadratic graphs Transformations Fractions Averages - statistical measures 	<ul style="list-style-type: none"> Similar triangles Revision of key topics
Skills	Number solve problems using estimation and rounding (to d.p. and sf), work with positive and negative powers of ten		Number laws of indices excluding fractional and negative powers, work with standard form (positive and negative powers of ten),		Number add, subtract, multiply, divide fractions and mixed numbers Ratio, proportion and rates of change	

	<p>Ratio, proportion and rates of change simplify ratios, share an amount in a ratio, solve problems with real life context e.g. recipe questions, best buy and currency exchange, use the unitary method to solve problems</p> <p>Algebra collect like terms, form expressions, expand brackets, simple factorisation, substitute into expressions and formulae, solve simple linear equations and complex equations involving brackets and unknown on both sides</p> <p>Geometry calculate area and circumference of circles, use basic angle facts and angle facts in parallel lines and polygons to solve problems, using Pythagoras's theorem in right-angled triangles</p> <p>Probability and statistics solve problems on simple probability, use two way tables to solve problems/collect data, use Venn diagrams to calculate probability, work out and compare data using averages and range</p>	<p>multiply and divide numbers in standard form using a calculator</p> <p>Ratio, proportion and rates of change distance, speed and time calculations, use multipliers to solve percentage increase/decrease problems, calculating simple interest</p> <p>Algebra generate sequences from nth term and find the nth term of linear sequences, recognise and plot equations of vertical/horizontal/diagonal lines, calculate the gradient from a graph, identify the gradient and y-intercept from an equation, work out the equation of a line from the graph, work out the midpoint of a line segment</p> <p>Geometry calculate the surface area and volume of prisms, including a cylinder, perform compass and ruler constructions (e.g. line and angle bisectors)</p>	<p>solve real life problems involving ratios, fractions and percentages</p> <p>Geometry Plotting of quadratic graphs and recognising turning points and roots, translate, reflect, rotate, enlarge 2D shapes on a pair of coordinate axes, recognise and work with scale factors in similar triangles</p> <p>Probability and statistics draw and interpret scatter graphs, work out averages from grouped data</p>
Assessment week and content	<p>wb 13th November 2023 Area and circumference of circles, Ratio and proportion, Angles and polygons, Algebraic manipulation, Pythagoras's theorem, Using data, Decimal Numbers</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>	<p>wb 5th February 2024 Equations and formulae, Surface area and volume of 3D shapes, Distance, speed and time, Laws of Indices, Standard Form, Compass and ruler constructions, Sequences, Coordinates and linear graphs</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>	<p>wb 15th April 2024 All the content covered over the year</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>

Subject: MATHS - ACCELERATED

Time Period	Autumn Term		Spring Term		Summer Term	
Content	<ul style="list-style-type: none"> Area and circumference of circles Ratio and proportion Angles and polygons Pythagoras' theorem Algebraic manipulation 	<ul style="list-style-type: none"> Using data Circle theorems Decimal numbers Equations and formulae 	<ul style="list-style-type: none"> Surface area and volume of cylinders Trigonometry in right-angled triangles Compound units Coordinates and linear graphs 	<ul style="list-style-type: none"> Percentages Surds Sequences Plans and elevations 	<ul style="list-style-type: none"> Quadratic graphs Transformations and enlargement Fractions Probability and Venn diagrams 	<ul style="list-style-type: none"> Similar triangles and relationship between linear, area and volume scale factors in similar solids Compass and ruler constructions and loci problems
Skills	<p>Number Solve problems using estimation and rounding (to d.p. and sf), calculating error intervals and bounds, work with both positive and negative powers of ten</p> <p>Ratio, proportion and rates of change solve problems using equivalent ratios, share an amount in a ratio, solve real life problems (e.g. recipes, currency exchange, best buy), solve problems using the unitary method to solve problems, solve simple problems on inverse proportion</p> <p>Algebra form expressions, expand two or more brackets, factorise into single and double (quadratics) brackets, including difference of two squares, solve simple linear equations and more complex ones involving brackets, fractions and unknown on both sides</p> <p>Geometry apply angle facts in parallel lines and polygons</p>		<p>Numbers calculating percentage increase/decrease using multipliers, calculating percentage change and original amount (reverse percentages) in percentage change problems, simplify surds, expand single and double brackets involving surds</p> <p>Ratio, proportion and rates of change perform distance, speed and time calculations, know the difference between and calculate simple and compound interest</p> <p>Algebra generate sequences and find the Nth-term of linear and quadratic sequences, recognise and plot equations of vertical/horizontal/diagonal lines, calculate the gradient from a graph, identify gradient and y-intercept from an equation of a line, work out the equation of a line from its graph, calculate the midpoint of a line segment</p>		<p>Number add, subtract, multiply, divide mixed numbers, simplify algebraic fractions</p> <p>Algebra draw quadratic graphs and identify turning point and roots from the graph</p> <p>Geometry translate, reflect, rotate, enlarge (including enlargement with fractional scale factors) 2D shapes on a pair of coordinate axes, recognise and work with scale factors in similar triangles, solve problems on similar solids using the relationship between linear, area and volume scale factors, perform compass and ruler constructions and solve loci problems</p> <p>Probability and statistics use Venn diagrams and probability tree diagrams to calculate probabilities for combined events, estimate the mean average from grouped data, draw and</p>	

	to solve problems stating reasons for the answers, apply Pythagoras' theorem to calculate missing lengths in right-angled triangles, solve circle geometry problems using circle theorems, calculate volume and surface area of cylinders and other prisms Probability and statistics solve problems on combined events using frequency diagrams and probability tree diagrams, calculate averages and range from raw data	Geometry calculate area and circumference of circles, calculate the radius/diameter given the area or circumference, draw plans and elevations of 3D shapes, draw 3D shapes using plans and elevations	interpret scatter graphs
Assessment week and content	wb 13 th November 2023 Circles- area and circumference, Ratio and proportion, Angles and polygons, Pythagoras' theorem, Algebraic manipulation, Equations and formulae, Using data, Decimal numbers (students will also be give a topic list with reference to MathsWatch clips to support them with revision)	wb 5 th February 2024 Circle theorems, Surface area and volume of cylinders, Trigonometry in right-angled triangles, Compound units, Coordinates and linear graphs, Percentages, Surds (students will also be give a topic list with reference to MathsWatch clips to support them with revision)	wb 15 th April 2024 All the content covered over the year (students will also be give a topic list with reference to MathsWatch clips to support them with revision)

Subject: MUSIC

Time Period	Autumn term 1	Autumn term 2	Spring term 1
Content	<u>Film Music Pt. 1</u> <ul style="list-style-type: none"> To listen and analyse a variety of different examples of film music To understand techniques used in film composition Warm up composition tasks based on some of the techniques discussed Understanding and recognising different film music techniques 	<u>Film music pt. 2 – technology assisted composition</u> <ul style="list-style-type: none"> To use knowledge and analysis skills gained in AT1 to create a 1:30 piece of film music Learn and understand the basics of composing with a DAW 	<u>Queen</u> <ul style="list-style-type: none"> To understand the history and cultural significance of the band Queen To understand the basics of song forms To understand the basics of key pop culture instruments such as guitar, bass, keyboards and drums

		<ul style="list-style-type: none"> Sessions on the tools available within a DAW and how they can be used effectively How to use music to influence the emotions of your audience. What is foli and how is it used within film composition 	<ul style="list-style-type: none"> Understanding the roles of different instruments within an ensemble
Skills	<ul style="list-style-type: none"> Composing using a keyboard Analysing film music using appropriate terminology Collaborative composition with partner Using music to influence emotion/understanding how music can be used to influence emotion 	<ul style="list-style-type: none"> Composing using a keyboard How to use a DAW to compose The use of effect and basic sound mixing Applying critical thinking to composition and using the appropriate techniques at the appropriate time. How to record music accurately and to a metronome 	<ul style="list-style-type: none"> Musical collaboration within an ensemble Learning the basics of playing either guitar, bass, drums, keyboards or singing Aural skills when identifying pitch, rhythm and timing within a musical ensemble Independent work when learning parts.
Key Questions	<ul style="list-style-type: none"> How do I compose music for film? What techniques are used in film composition? How can I identify these techniques aurally? What makes a good film composition? How can I ensure my composition is the best it can be? 	<ul style="list-style-type: none"> How do I use a DAW? How can I take the techniques we have learned and apply them in a creative way? How can I use the techniques I have learned to influence my audience's perception of my chosen scene? How can I ensure that all of my recordings blend well together? 	<ul style="list-style-type: none"> How do I play my instrument? How can I use the music/resources to learn my part within this piece Who are Queen and why are they relevant? How does my particular instrument/Part play into the wider song that we are performing.
Assessment week and content	<ul style="list-style-type: none"> Weekly check-ins on keyboard composition tasks Written exam style paper with listening on the terminology and techniques covered 	<ul style="list-style-type: none"> weekly check ins on student work, verbal feedback and guidance given on compositions The end product of a 1:30 piece of film music to be played/performed to the class at the end of the term, a mark will then be given for the quality of this work. 	<ul style="list-style-type: none"> Assessed performance within set bands. Weekly check ins and feedback with each instrumental group. The students will spend the first three sessions in instrument centric groups learning the same part on the same instrument as their peers before being put into groups by the

			teacher for the last rehearsals. The performances will be in front of the class in the final lesson with each student assessed on how well they have played their part.
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Subject: PE

Time Period	Autumn Term	Spring Term	Summer Term
Content	You will study a variety of activities within the following categories: <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness 	You will study a variety of activities within the following categories: <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness • Athletics 	You will study a variety of activities within the following categories: <ul style="list-style-type: none"> • Athletics • Striking & Fielding
Skills	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques • Tactics 	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques • Tactics 	<ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques • Tactics
Key Questions	Am I able to demonstrate the positive behaviours of a good leader?	Am I able to understand the positive connection between PE and positive mental health?	Am I able to self-reflect on my own qualities and experiences and how these influence my behaviour?
Assessment week and content	Continuous throughout the term, end of activity/concept assessment.	Continuous throughout the term, end of activity/concept assessment.	Continuous throughout the term, end of activity/concept assessment.

Subject: RELIGION, PHILOSOPHY & ETHICS (RP&E)

Time Period	Autumn Term	Spring Term	Summer Term
Content	<u>Ultimate Questions</u> <ul style="list-style-type: none"> • What is an ultimate question? • How did we get here? • What about evil and suffering? • Is there life after death? • Do NDE's prove life after death? 	<u>Human Responsibilities</u> <ul style="list-style-type: none"> • Laws • Environmentalism & pollution • Globalism & consumerism • Humanism • Responsibilities in different faiths 	<u>Hope and Faith, Culture & Media</u> <ul style="list-style-type: none"> • Hope and Jesus • Liberation Theology • El Salvador & Oscar Romero • How media and film portray faith • How does faith use media & film?
Skills	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating 	<ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating
Key Questions	<ul style="list-style-type: none"> • How do different people try to explain how we got here? • What happens to us when we die? • Is there any existence beyond death? • What is evil and why would God let it happen? 	<ul style="list-style-type: none"> • What responsibilities do we have as members of society? • What sort of society are we creating for our children and grandchildren? • What is humanism and how is this belief gaining ground in our society? 	<ul style="list-style-type: none"> • What is the main message of Jesus? • How have some tried to overthrow economic and political oppression through fighting? • How does media and film portray faith? • How does faith use media & film?
Assessment week and content	Ultimate questions assessment	Human Responsibilities assessment	Year 9 RP&E Exam Faith Culture & Media Assessment

Subject: SCIENCE

Time Period	Autumn Term		Spring Term		Summer Term	
Content	New technology in Biology New technology in Chemistry New technology in Physics	Turning points in Biology Turning points in physics Turning points in Chemistry	Detection in Biology Detection in physics Detection in Chemistry	Detection in Biology Detection in physics Detection in Chemistry	Fundamental Biological concepts Fundamental Chemical concepts Fundamental physical concepts	Fundamental Biological concepts Fundamental Chemical concepts Fundamental physical concepts
Skills	Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically		Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically		Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically	
Key Questions	How are characteristics inherited? What are inherited disorders? What are; selective breeding, cloning and genetic engineering? What is Biotechnology? What are nanoparticles and how can we use them? What are the pros and cons of using cars? What are digital and analogue? What is efficiency? What are thermistors? How can you increase your reaction times? How are vaccines made and how do they work? What are antibiotics? Who was Charles Darwin? What is the evidence that atoms exist? How are fossils formed? What do different cultures believe about		How can we use biological specimens to solve crimes? What is pathology? How can we use separating techniques to solve crimes? How do breathalysers work? What types of telescopes are there? How does GPS work? How do physicist investigate what the universe is made of? How are particles detected?		What is a cell? What is respiration? How do substances move in an out of cells? How do different organ systems work together? What is an atom? What are the subatomic particles? How is the periodic table arranged? How can atoms join together? What are energy stores? How is energy transferred? What is work? What is efficiency?	

	the universe? What are spacecraft and satellites? What is radioactivity? What is electromagnetism?		
Assessment week and content	New technology in Physics W/C 30 th October New technology in Biology test W/C 6 th November New technology in Chemistry test W/C 13 th November	Turning points in Chemistry W/C 15 th January Turning points in Biology W/C 15 th January Turning points in Physics W/C 22 nd January Detection in Chemistry W/C 25 th March Detection in Physics W/C 18 th March Detection in Biology W/C 25 th March	Fundamental Chemical concepts W/C 20 th May Fundamental Physical concepts W/C 20 th May Fundamental Biological concepts W/C 17 th June Practical skills W/C 08 th July

Subject: SPANISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	<ul style="list-style-type: none"> Me, my family and friends My studies and life at school/college 	<ul style="list-style-type: none"> Healthy/unhealthy living Home and town 	<ul style="list-style-type: none"> Free time and social media Travel and tourism
Skills	Building up a strong foundation of vocabulary. Learning verbs in three tenses. Listening, speaking, reading, writing and translation.	Building up a strong foundation of vocabulary. Learning verbs in three tenses. Listening, speaking, reading, writing and translation.	Building up a strong foundation of vocabulary. Learning verbs in three tenses. Listening, speaking, reading, writing and translation. Describing photos.
Key Questions	¿Tienes hermanos o hermanas? Describe una persona en tu familia. ¿Te llevas bien con tu familia? ¿Qué asignaturas prefieres? ¿Cómo es tu colegio? ¿Qué vas a estudiar en el futuro?	¿Tienes una dieta sana? ¿Cuál es tu comida favorita? ¿Cómo es la comida Española? ¿Qué hay en tu pueblo? ¿Cómo es tu casa? ¿Dónde quieres vivir en el futuro?	¿Qué haces en tu tiempo libre? ¿Te gustan los deportes? ¿Usas los medios sociales? ¿Te gusta viajar? ¿Dónde fuiste el año pasado? ¿Dónde te gustaría ir en el futuro?
Assessment week	October – reading	February - listening	May /June - exam

and content	December – reading and translation	March / April - speaking	July - writing
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Subject: RSHE

Time Period	Autumn Term	Spring Term	Summer Term
RSHE Life Skills Content (Tutor Time)	<u>Digital Literacy</u> <ul style="list-style-type: none"> What is Cc and Bcc and when it is used? How do I write an appropriate email and subject line What is CV and how is It used? How do I write a personal statement <u>Our Community- Social Justice</u> <ul style="list-style-type: none"> Appropriate and inappropriate social skills What are your rights and responsibilities? How do we contribute to our community How do we belong? What is healthy arguing? 	<u>Memory</u> <ul style="list-style-type: none"> Multistore memory model How to avoid decay and displacement Retrieval cues and triggers What makes a great study environment <u>Relationships</u> <ul style="list-style-type: none"> What are signs of unhealthy relationships? How to get out of toxic relationships- when is enough, enough? What is gas lighting? How to breakup nicely and how to take breakups How to support someone through a breakup 	<u>Taking care of myself</u> <ul style="list-style-type: none"> Drugs and alcohol and sexual health Contraceptives Dangers of drugs and alcohol consumption <u>Culture at Stanborough and Beyond</u> <ul style="list-style-type: none"> Religious tolerance Being Muslim What is a hate crime? The Human Rights Act Religious holidays Immigration and becoming a citizen Drop-down day on contraception, gender, healthy lifestyles and online safety.
RSHE Content covered in curriculum subjects	<u>IT and Computing</u> <u>Anti-bullying week</u> (linked to online behaviour)	<u>IT and Computing</u> Safer Internet Day	<u>Religion, Philosophy & Ethics</u> <u>British Values and Faith Culture and Media</u> Students investigate what it means to be British and how this has changed over time and then see how religion is portrayed in the media in the UK