

Stanborough



Year 9

Curriculum Maps


Grow and Succeed

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

Curriculum Map

Subject: ADT

Year Group: 9

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				
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 to become industry experts Opportunities to explore the importance of creativity and its transferable skillset Utilise skills across all ADT disciplines to respond to a brief/project

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

	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.		
Key Questions	<p>What is a Spreadsheet? What features make up a spreadsheet? How do I calculate using different formulae and functions? What types of graphs are appropriate to represent this data set? What is an Axis? What is absolute cell referencing? 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? How do you trim your video? How do I import and export my media files?</p>	<p>What is an app? How do I create an app to suit the needs of the audience and purpose? What user interface features are essential for my app to be user friendly?</p>	<p>In what ways can I advertise my product? Who are my target audience? Who are my competitors? What is profit and loss?</p>
Assessment week and content	<p>Unit 1 Spreadsheets – wb 16/10</p> <p>Unit 2 Movie Maker – wb 11/12</p>	Unit 3 App Design – wb 18/03	Unit 4 Enterprise – wb 08/07

Subject: DRAMA

Time Period	Autumn Term	Spring Term	Summer Term
Content	Theatre through History – looking at different styles of theatre through History and how it has adapted to be what it is today	Games as Stimuli – Using games as stimuli to create performances	Romeo and Juliet Theatre in Education Project – Understanding and exploring Shakespeare practically

	The Haunted Mansion – using our story-telling skills to bring haunted worlds alive on stage	Live Theatre – Watching, Analysing and Evaluating live theatre	
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 –</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>

	emotions to create a role play showing scenes from the haunted mansion using physical theatre		
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Subject: ENGLISH

Time Period	Autumn Term	Spring Term	Summer Term
Content	'Roll of Thunder, Here My Cry' by Mildred D. Taylor Short Story Anthology	Knife Crime: Non-fiction texts Poetry and Memory	'Macbeth' by William Shakespeare London: 19th century texts
Skills	Analysis of a fiction text, including selecting of evidence, inference and use of context. Identifying and understanding the different stages of a narrative. Planning, structuring and writing a narrative.	Analysis of non-fiction texts, including selecting of evidence, inference and use of context. Planning, structuring and writing persuasively. Planning, structuring and writing creatively in a particular form (poetry).	Analysis of a dramatic text, including selecting of evidence, inference and use of context. Identification of dramatic techniques and 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	What are the features of a Shakespearean tragedy? How does the historic context help us

		<p>writer?</p> <p>How can we use rhetoric to present our own point of view?</p> <p>How is poetry different to prose?</p> <p>How does poetry engage a reader's emotions?</p> <p>How can I use a poem to present my own emotions about a past event?</p>	<p>understand Macbeth?</p> <p>How does Shakespeare use dramatic techniques in Macbeth?</p> <p>How are 19th century texts different to modern texts?</p> <p>How was Victorian London a city of contrasts?</p> <p>How did 19th century London shape the world we live in today?</p>
Assessment week and content	<p>'Roll of Thunder...' Pupils analyse...</p> <p>Short Stories Pupils write their own short story, using some of those structural and language techniques explored in class.</p>	<p>Knife Crime Pupils research, plan and write a letter to their MP on the issue of knife crime.</p> <p>Poetry and Memory Pupils write their own poem inspired by a memory, along with a commentary explaining how the poem was written.</p>	<p>End of Year exam: pupils are assessed on the knowledge and skills they have learned since the start of Year 9.</p> <p>London Pupils write a creative description or narrative in a 19th century style.</p>

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	<p>Decris-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?</p>	<p>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?</p>	<p>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?</p>
Assessment	<p>October – reading December - writing</p>	<p>February – speaking March / April - listening</p>	<p>May/June – end of year exam (listening, reading, writing, translation) July - writing</p>

Subject: GEOGRAPHY

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Coasts: Pupils will study the ways that different coastal processes influence the coastline and how the impacts of these process can be managed.</p> <p>Natural Hazards: Pupils will study how natural hazards impact people and the environment, with a focus on tectonic hazards including earthquakes, tsunamis and volcanoes.</p>	<p>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 Middle East holds.</p>	<p>Ecosystems Continued: 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.</p>
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

			<ul style="list-style-type: none"> • 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 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"> • 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
<p>Content and Key Questions (Delivery of the course may vary depending on timetabling and</p>	<p>Wider World 1901-Present: World War One</p> <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? 	<p>Nazi Germany</p> <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 	<p>1901-Present: The Holocaust and Nazi Germany</p> <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?

<p>staff)</p>	<ul style="list-style-type: none"> - What were WWI battles like? - Why remember? <p>Weimar Germany</p> <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? 	<p>conform to Nazi policies?</p> <ul style="list-style-type: none"> - 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? <p>Europe Wider World 1901-Present: Events of World War Two</p> <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? 	<ul style="list-style-type: none"> - How did people respond to the Holocaust and who was responsible? - What was the aftermath and legacy of the Holocaust? <p>Wider World 1901-Present: The Cold War Era</p> <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?
<p>Skills - History Disciplinary Concepts</p>	<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. 	<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. 	<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.
<p>Assessment and content</p>	<ul style="list-style-type: none"> - What were the causes of WWI - How Useful - Hyperinflation 	<ul style="list-style-type: none"> - Interpretations of Nazi Support 1929-33 - Britain Alone Project 	<ul style="list-style-type: none"> - Holocaust Project Booklet/Memorial - End of Year exam: Weimar and Nazi

	- Explain Why Germany Recovered 1924-29		Germany
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Subject: MATHS – FOUNDATION

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 • Surface area and volume of 3D shapes 	<ul style="list-style-type: none"> • 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 • Transformation s • Fractions • Averages - statistical measures 	<ul style="list-style-type: none"> • Similar triangles • Revision of key topics
Skills	<p>Number solve problems using estimation and rounding (to d.p. and sf), work with positive and negative powers of ten</p> <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</p>		<p>Number laws of indices excluding fractional and negative powers, work with standard form (positive and negative powers of ten), 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</p>		<p>Number add, subtract, multiply, divide fractions and mixed numbers</p> <p>Ratio, proportion and rates of change 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>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 calculate the surface area and volume of prisms, including a cylinder, perform compass and ruler constructions (e.g. line and angle bisectors)</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>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</p>	<p>Probability and statistics draw and interpret scatter graphs, work out averages from grouped data</p>
<p>Assessment week and content</p>	<p>wb 10th November 2025 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 2nd February 2026 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 20st April 2026 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 - HIGHER

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 	<ul style="list-style-type: none"> • Plans and elevations • Quadratic graphs • Transformations and enlargement • Fractions 	<ul style="list-style-type: none"> • Probability and Venn diagrams • 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</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, draw plans and elevations of 3D shapes, draw 3D shapes using plans and elevations</p> <p>Probability and statistics use Venn diagrams and probability tree diagrams to calculate probabilities for</p>	

	<p>polygons 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</p> <p>Probability and statistics solve problems on combined events using frequency diagrams and probability tree diagrams, calculate averages and range from raw data</p>	<p>Geometry calculate area and circumference of circles, calculate the radius/diameter given the area or circumference,</p>	<p>combined events, estimate the mean average from grouped data, draw and interpret scatter graphs</p>
<p>Assessment week and content</p>	<p>wb 10th November 2025 Circles- area and circumference, Ratio and proportion, Angles and polygons, Pythagoras' theorem, Algebraic manipulation, Equations and formulae, Using data</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>	<p>wb 2nd February 2026 Decimal numbers, Circle theorems, Surface area and volume of cylinders, Trigonometry in right-angled triangles, Compound units,</p> <p>(students will also be give a topic list with reference to MathsWatch clips to support them with revision)</p>	<p>wb 20st April 2026 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: MUSIC

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Film Music</p> <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 	<p>Queen</p> <ul style="list-style-type: none"> To understand the history and cultural significance of the band Queen To understand the basics of song forms 	<p>Band/Remix project 1</p> <ul style="list-style-type: none"> To use compositional and instrumental skills learned in previous modules to create a remix/cover version of a famous song How to cover songs using variation to make them your own

	<ul style="list-style-type: none"> Understanding and recognising different film music techniques 	<ul style="list-style-type: none"> To understand the basics of key pop culture instruments such as guitar, bass, keyboards and drums Understanding the roles of different instruments within an ensemble 	<p>How to find and use resources independently to learn your chosen song</p>
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"> 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. 	<ul style="list-style-type: none"> Creative use of musical materials Independent study of musical instruments and chosen song Analysing and replicating stylistic conventions of specific musical genres Instrumental skills on chosen instrument Critical analysis of existing songs and stylistic conventions
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 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. 	<ul style="list-style-type: none"> What is a cover/remix? How can I alter a song so that it is my own work but still recognisably the original? How can I use knowledge of other genres to influence my cover? How do I use online and physical resources to learn my chosen song?
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"> 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 	<ul style="list-style-type: none"> Weekly check-ins and guidance in where to find resources and how to learn parts on specific instruments. Groups will be based on instruments to begin with allowing for the teacher to constantly supervise instrumental development. Before half term groups will be formed and an intermediary

		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.	performance will be given to the teacher alone to allow for verbal feedback and guidance
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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	<p><u>Ultimate Questions</u></p> <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? 	<p><u>Human Responsibilities</u></p> <ul style="list-style-type: none"> • Laws • Environmentalism & pollution • Globalism & consumerism • Humanism • Responsibilities in different faiths 	<p><u>Hope and Faith, Culture & Media</u></p> <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
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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?		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?		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?	

	<p>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 the universe? What are spacecraft and satellites? What is radioactivity? What is electromagnetism?</p>	<p>How does GPS work? How do physicist investigate what the universe is made of? How are particles detected?</p>	<p>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?</p>
Assessment week and content	<p>New technology in Physics W/C 30th October New technology in Biology test W/C 6th November New technology in Chemistry test W/C 13th November</p>	<p>Turning points in Chemistry W/C 15th January Turning points in Biology W/C 15th January Turning points in Physics W/C 22nd January Detection in Chemistry W/C 25th March Detection in Physics W/C 18th March Detection in Biology W/C 25th March</p>	<p>Fundamental Chemical concepts W/C 20th May Fundamental Physical concepts W/C 20th June Fundamental Biological concepts W/C 17th June Practical skills W/C 08th July</p>

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	Building up a strong foundation of	Building up a strong foundation of

	vocabulary. Learning verbs in three tenses. Listening, speaking, reading, writing and translation.	vocabulary. Learning verbs in three tenses. Listening, speaking, reading, writing and translation.	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 and content	October – reading December – reading and translation	February - listening March / April - speaking	May /June - exam July - writing

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? 	<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 	<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

	<ul style="list-style-type: none"> • What is healthy arguing? 	<ul style="list-style-type: none"> • How to support someone through a breakup 	<ul style="list-style-type: none"> • Drop-down day on contraception, gender, healthy lifestyles and online safety.
<p>RSHE Content covered in curriculum subjects</p>	<p><u>IT and Computing</u> <u>Anti-bullying week</u> (linked to online behaviour)</p>	<p><u>IT and Computing</u> Safer Internet Day</p>	<p><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</p>