**Year 9 Curriculum Map 2023 - 2024**

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|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Core Value**  **(ACTION)** | **AMBITION** | | **CONFIDENCE** | | **TEAMWORK** | | **INDEPENDENCE** | | **OPTIMISM** | | **NEGOTIATION** | |
| English | Gothic Tales: Unit 3, Building Skills in English 1  OR It’s a Mystery: Unit 1, Ignite 2  **Assessment: Writing**  Reading for pleasure | | Action & Atmosphere: Chapter 2, Catapult 1  **Writing Assessment**  Poetry: The World Reimagined | | Explanations & Insights:  Chapter 3, Catapult 1  **Reading Assessment**  Reading for pleasure | | Opinions & Persuasion: Chapter 4, Catapult 1  **Writing Assessment**  The Tempest | | Arguments & Essays:  Chapter 6  Catapult 1  **Writing Assessment** | | Novel / play:  Frankenstein  Out of This World: Unit 3, Ignite1  **Reading Assessment**  Exam skills | |
| Reading  Novel | Dracula – Bram Stoker | | Rats – Paul Zindel | | Animal Farm – George Orwell | | Ghost Boys – Jewell Parker Rhodes | | Are You There, God? It's Me, Margaret – Judy Blume | | Terror Kid – Benjamin Zephaniah | |
| Maths | Calculations 1  Fractions, decimals and Percentages | | Expressions  Angles and Polygons | | Handling Data | | Formula and Functions  Expressions | | Working in 2D  Probability | | Measures and Accuracy | |
| Science | Unit 2: Chemistry and Our Earth | | Unit 2: Chemistry and Our Earth | | Unit 2: Chemistry and Our Earth | | Unit 3: Physics and Our Universe | | Unit 3: Physics and Our Universe | | Unit 3: Physics and Our Universe | |
| Computing | Cyber security  Include 1 lesson on careers in computing per half term | | Data science  Include 1 lesson on careers in computing per half term | | Media animations  Include 1 lesson on careers in computing per half term | | Physical computing  Include 1 lesson on careers in computing per half term | | Programming in Kodu  Students will learn the concept of programming using the 3d object oriented software Kodu.  They will learn how to create worlds, objects and how to program these objects in order to create fun and interesting games.  Include 1 lesson on careers in computing per half term | | Python programming with sequences of data  Include 1 lesson on careers in computing per half term | |
| PSHE / RSE | Peer Influence, substance use and gangs:  Healthy and unhealthy friendship, assertiveness | | Setting Goals:  Learning strengths, careers options and goal setting as part of the GCSE / BTEC options process | | Respectful relationships:  Families and parenting, healthy relationships, conflict resolution, and relationship changes. | | Healthy Lifestyle:  Diet, exercise, lifestyle balance and healthy choices, and first aid. | | Intimate relationships:  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. | | Employability Skills:  Employability and online presence | |
| ASDAN Short Course:  Section A  Module 2  Keeping Safe & Healthy | ASDAN Short Course:  Section B  Module 2  Keeping Safe & Healthy | ASDAN Short Course:  Section A  Module 1  Emotional Wellbeing | ASDAN Short Course:  Section B  Module 1  Emotional Wellbeing | ASDAN Short Course:  Section A  Module 8  Families & Parenting | ASDAN Short Course:  Section B  Module 8  Families & Parenting | ASDAN Short Course:  Section A  Module 4  Alcohol | ASDAN Short Course:  Section B  Module 4  Alcohol | ASDAN Short Course:  Section A  Module 6  Sexual Health | ASDAN Short Course:  Section B  Module 6  Sexual Health | ASDAN Short Course:  Section A  Module 10  Careers and your future | ASDAN Short Course:  Section B  Module 10  Careers and your future |
| Section A  Module 3  Social Media | Section B  Module 3  Social Media | Section A  Module 9  Financial Choices | Section B  Module 9  Financial Choices | Section A  Module 7  Respectful relationships | Section B  Module 7  Respectful relationships | Section A  Module 5  Tobacco and Drugs | Section B  Module 5  Tobacco and Drugs | Section A  Module 11  Living in Modern Britain | Section B  Module 11  Living in Modern Britain | *Catch up on gaps in learning.*  *Check file is ready for moderation.* | |
| History | The Nature and Causes and Nature of WW1 | | The Nature and Causes and Nature of WW1 | | Between the wars | | Britain and WW2 | | WW2 The Holocaust and post war reconstruction | | How and Why did America come to dominate the 20th Century? | |
| Geography | The Earths Mechanisms | | The Earths Mechanisms | | Rivers Coasts /Glaciation | | Rivers, Coasts/ Glaciation | | Economic Activity | | Economic Activity | |
| Art | Tone and shade exercises  Detailed still life piece with depth created through mixture of materials chosen and techniques. How still life works and how they set out what they want to draw. | | Research  Self-portraits Artists, write about and create mood board.  Final piece in style of Artist Learning about GCSE  Portraits standards. Preparing for next level. | | Graphics ICT parts of the body cells and under the microscope  Close up  Looking at pattern formations and colour studies. | | Squares Art project using  Viewfinders.  Bringing together still life, jigsaws, portraits and product design from pop art. Pupils create small square studies in mixed media. | | Printing  Mono printing buildings historical structures.  How printing work mono and block printing. | | Poster work  Issues  Past to present poster work about issues from world war 2 posters We Need You to mental health how art can be used for messages | |
| DT | Design and make a small piece of furniture | | Design and make a small piece of furniture | | Balancing Man | | Balancing Man | | Introducing and improving DIY Skills | | Introducing and improving DIY Skills | |
| PE | Kwick cricket  Fitness assault course | | Health related fitness 9  Table tennis | | Outdoor team sports – Football/cricket/rounders/tag rugby | | Tennis  Basketball | | Athletics -Block 1 | | Athletics – Block 2 | |
| RE | Christianity and Islam. Justice and equality. | | Human Rights | | Buddhism. Meaning and purpose | | Christianity. Meaning and purpose | | Judaism and The Holocaust | | Christianity and its responses to evil and suffering | |
| Music | **Rhythm & Beat: (Let It Be)**  Performance project focusing on instrumental skills (solo & mixed ensemble) through a study of The Beatles’ *Let It Be* | | **Christmas Keyboard Project 3: Keyboard Skills:** Development of personalised keyboard, playing & performance skills  **Performance - Christmas concert / production** | | **Film Music: The Gladiator.**  Exploring the use & significance of music in film  Developing composition skills and ability to compose music with greater effectiveness for an occasion / purpose  Developing skills in using music technology competently to compose music | | **Chords: (Big Duet)**  Performance project focusing on the development of instrumental skills (solo & mixed ensemble) and an understanding of chord/triad formation and chord sequences  **Preparation for Arts Award / GCSE Concert** | | **Keyboard Skills: (James Bond Band Project)**  Performing solo and as part of an ensemble  .....  **Review M&M Theatre Production and Backstage Pass workshop**  **Arts Award / GCSE Concert** | | **Electronic Music: Doctor Who Remix**  Developing skills in using music technology competently to compose and remix music.  Exploring electronic music.  .....  **Musical Skills Share: Extra-curricular**  Plan, deliver and evaluate a sharing of musical skills via demonstration or interactive activity / workshop | |
| Careers | **Skills Builder Curriculum**  Leadership | | **Skills Builder Curriculum**  Teamwork | | **Skills Builder Curriculum**  Problem Solving | | **Skills Builder Curriculum**  Creativity | | **Skills Builder Curriculum**  Listening | | **Skills Builder Curriculum**  Speaking | |
| **Grow throughout life**  Grow throughout life by learning and reflecting on yourself, your background, and your strengths. | | **Explore possibilities**  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces. | | **Manage career**  Manage your career actively, make the most of opportunities and learn from setbacks. | | **Explore possibilities**  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces. | | **Grow throughout life**  Grow throughout life by learning and reflecting on yourself, your background, and your strengths. | | **Explore possibilities**  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces. | |