

## CURRICULUM MAP 2020-21 - TOPICS COVERED EACH HALF TERM

**Intent To ensure that students achieve well and are prepared for the next stage.**

**To ensure good mental and emotional health.**

### KS3 – Year 9 Greater Depth

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
<b>ART</b>	<p><b>Pop Art.</b> Understanding the Pop art movement and learning about Popular culture and fashion iconography across the ages. Observational drawing of everyday objects, developed into a series of experimental media studies covering digital art, fine art and textiles techniques. Focus on pop artists and their variety of styles and techniques and make a developed study based on one artist.</p>	<p><b>Portrait Photoshoot</b> to then be developed into a series of media experiments including Photoshop digital manipulation, printmaking such as screen printing.</p>	<p>Using the media experiments as a starting point students design and create a personal response to the pop art theme.</p>	<p><b>The World Today</b> Observational drawings of objects related to current social themes, explore issues and media. Introducing art that has meaning. Discussion and research exploring issues in contemporary society with reference to a range of artists.</p>	<p>Research into artists covering a variety of different themes, media and approaches. Create a case study based on one artist in an appropriate media. Gather research, explore a contemporary theme that is important to them.</p>	<p>Creating a personal and meaningful response which explores a theme of the students own choice in the style of the artist which they have been studying.</p>
<b>ART – FIRST GCSE</b>	<p><b>Pop Art Project:</b> Guided Phase: Drawings from everyday objects. Exploring transforming images through a range of media. Understanding the Pop art movement and learning about Popular culture and</p>	<p><b>Pop Art Project:</b> Research and development: Exploring Pop Artists and contemporary influences: Lucy Sparrow, Claes Oldenburg, Michael Craig Martin, Lisa Milroy. Analysing artists' work and making connections</p>	<p><b>Pop Art Project:</b> Independent Personal Response: Building on media experimentation to make a personal response to the theme. Independent research and media exploration / refinement. Designing and planning.</p>	<p>2<sup>nd</sup> Coursework Unit Theme TBC – Guided Phase</p>	<p>Research and development Phase.</p>	<p>Independent Personal response Phase:</p>

	fashion iconography across the ages. Digital art – manipulation of images, making connections to the artist Michael Craig Martin.	to own. Exploring 2d and 3d Media linking with artists studied, developing and refining skills.	Making a final piece that builds on the prior learning and ideas in this project.			
<b>COMPUTING</b>	<p><b>Introduction</b> - Recaps on password security, Acceptable User Policy, expectations, office online recap SMHW, Epraise, Teams</p> <p><b>My Digital footprint project</b> - Recap on web fundamentals – online safety, security</p> <p><b>Database project</b> - Understanding a DBMS, how databases are used in day-to-day computing Create a database. Database Assessment</p> <p><b>IT Task</b> - Introduction into completing CA for a set IT Task. PowerPoint/Publisher</p>	<p><b>Networking</b> - The internet Connectivity Topologies Client Server Encryption Assessment</p> <p><b>Flowcharting</b> - Flowol mini-project on flow-charting</p> <p><b>High level Programming project</b> - Learn basic programming constructs in Python Create programs in Python Assessment</p> <p><b>Binary</b>- Recap on concept Binary addition</p>	<p><b>Spreadsheets</b> - Introduction -Computer models Creating a financial model What if Conditional formatting and validation Macros and Charts Assessment</p> <p><b>App Development project</b> - What makes a good app? App Design App Shed Create own apps Publish app created</p> <p><b>Skills project</b> – Office online, OneDrive, Word, PowerPoint, Excel, Mindjet</p>			
<b>DANCE</b>	<p><b>Safe Dance Studio Practice</b> The groups will start building on their Performing Arts foundations by developing some greater depth skills in Dance. In the first half term students will consolidate the skills learnt in Years 7 and 8 with new groups before moving to greater depth. In this first scheme of work students will explore safe studio practice, and establish a practical understanding of a variety of dance styles.</p>	<p><b>Exploring Professional Works</b> Students will look at three piece of professional dance work of contrasting styles. They will explore practically, their choreographic approach, process and style of dance. Students will also build on dance appreciation skills as they analyse the constituent features within these dance</p>	<p><b>Developing Performance Skills and Techniques</b> Students will return to skills that were originally taught in Year 8 – first consolidating their physical, technical and expressive performance skills. Students will explore a range of professional dance repertoire whilst developing an understanding of the training and rehearsal processes undertaken.</p>	<p><b>Developing Performance Skills and Techniques Continued</b> Drawing on the performance skills they refined in Term 3, students will learn and perform a piece of professional repertoire. Students will take part in workshops and rehearsals whilst demonstrating an understanding of professional expectation. They will carry out continued</p>	<p><b>The Choreographic Process</b> Students will draw upon skills explored in Term 1 and 2 as they explore the choreographic process in greater depth. Students will work with a number of stimuli and explore choreographic processes undertaken by the professionals. Students will also explore how to cater to a variety of target audiences, community</p>	<p><b>Responding to a Brief</b> In the final term of Year 9 students will work in groups to create a short workshop performance in response to a brief. The brief will stipulate a specific theme or stimulus and ask students to work with a specific target audience or community setting in mind. Students will draw on all knowledge established in year 9 to make decisions on style the style, form and structure of the final workshop performance.</p>

		performances and they ways in which they can support choreographic intent.		reflection and show development of key performance skills through continued target setting.	setting and in support of current social issues.	
<b>DRAMA</b>	<b>Safe Space for Drama</b> The groups will start building on their Performing Arts foundations by developing some greater depth skills in Drama. In the first half term students will consolidate the skills learnt in Years 7 and 8 with new groups before moving to greater depth. In this first scheme of work students will build a safe environment and do exercises that will focus on; Context, Subtext, Characterisation and Ensemble.	<b>Exploring Play-Texts. John Godber's Teechers.</b> Using Godber's Teechers students will research and understand style of theatre. Students will look at the non-naturalistic devices Godber employs in his writing and experiment with ways to stage a play in his style. Students will look at how to create comedy using a physical, larger-than-life style where actors work as an ensemble to multi-role characters – resulting in a polished off script performance.	<b>Devising Theatre</b> Students will return to skills that were originally taught at the beginning of Year 8 – first consolidating the devising theatre strategies and then developing new techniques. Students will study a range of devised theatre companies and experiment with processes they use. Once students have developed a 'toolbox' of approaches they will work in small groups on their own devised theatre project where independence will be encouraged.	<b>Exploring Play-Text Willy Russell's Blood Brothers.</b> Drawing on the skills they learnt in Term 2 for staging a play, students will gain greater depth skills in the following theoretical areas, playwright's intention, social, historical and cultural context, lighting design, costume design, set design, sound design. Practically students will stage sections of the text and take responsibility for direction and design in their work.	<b>Theatre Practitioners</b> In the final term students will explore the theories behind prominent theatre practitioners influences on theatre. Alongside the theory students will experiment in practise with the styles. Students were introduced to styles in Year 7 in Theatre Through Time but this project is pitched at a much higher level focusing on the work of, Stanislavski, Brecht, Artaud, Craig and Grotowski.	<b>Theatre Review</b> In the final term of Year 9 students will be encouraged to look at analysing theatre in the form of 'review.' Students will sample online theatre work (and live if possible). Next students will discuss the strands involved in creating theatre and review the different elements. As part of the process students will be guided in the writing a review. Teacher will ensure the work reviewed is explore practically in lessons to build a better more kinaesthetic understanding of it.
<b>DT</b>	<p>Students work on three different projects. Each of these initial projects will last for the duration of 8 weeks. They will also work on one larger project for the second half of Year 9. (approx. 14 weeks)</p> <p><b>Project 1: Jewellery project.</b> Students learn how to make a mould and cast Pewter to create a pendant and display stand. Students learn how to use a strip heater and hand tools to shape Acrylic.</p> <p><b>Project 2: USB project.</b> Students develop designs using CAD and card modelling for a USB stick. Students use to CAD to create a design that can be manufactured using the Laser cutter. Students assemble USB stick and learn about ways of joining plastic.</p> <p><b>Project 3: Swatch Watch project.</b> Students develop designs for a Swatch Watch. Students learn about 3d printing and plastics. Students will create a prototype for a Swatch watch that has 3D printed and cut out with a laser cutter. Students will learn about packaging and how computers can be used to enhance design work.</p> <p><b>Project 4: Key tree project.</b> This will happen throughout the second half of year 9. Students will develop their graphic skills, learn about injection moulding and how to form curved shapes using flexible plywood. They will also create their own designs using computer aided design and the laser cutter.</p>					
<b>ENGLISH</b>	<b>Of Mice and Men</b>	<b>Gothic</b> Creative reading/writing Students read extracts from novels and explore	<b>Language Paper 1</b> Lang Paper 1 Sec A as assessment Woman in Black extract PPE Lang	<b>Lang Paper 2 Sec A</b>	<b>Macbeth</b> Gather notes on Lady Macbeth and/or Macbeth (depending on	<b>War Poetry</b> Exploring a range of war poetry, including some from the AQA

		how authors develop writing	paper 1: The Woman in Black		group) as students read extracts, but also consider the theme of power.	poetry anthology: Power and Conflict section
<b>FOOD</b>	Nutrients and healthy eating. Eatwell Guide Energy Balance Dietary groups Meat and mince and dishes made from it Mexico Herbs and spices Homemade v shop bought Health Conditions	NEA1 practice – raising agents Air Steam Yeast Bicarbonate of Soda	Eggs – functions Functions of ingredients Cake-making x 4 Cake analysis Decorations Bake-off	Food Choice Dietary needs Food and religion Allergies Health Conditions Salt, sugar etc Vegan and vegetarianism Biscuits	Burgers Food storage Cross contamination Food poisoning Packaging and labelling Nutrition labels Snack for a festival project Cooking on a BBQ Leftover and waste	Sauces Gelatinisation Modified starches Desserts around the world - NEA2 practice Eton Mess challenge?
<b>GEOGRAPHY</b>	<b>What makes the Jurassic Coast a unique place?</b>	<b>Are LICs likely to stay poor?</b>	<b>Why do half of the world's population live in urban areas?</b>	<b>Can we stop climate change?</b>	<b>Do we need to build hurricane shelters in the UK?</b>	<b>Could palm oil lead to the end of the Orangutan?</b>
<b>GEOGRAPHY – FIRST GCSE</b>	<b>Urban Issues and Challenges (Urban change in the UK first)</b>		<b>The Living World</b>	<b>The Challenge of Natural Hazards</b>	<b>The Physical Landscapes of the UK – Coasts</b>	
<b>HISTORY</b> Choice/National Expectation	<b>Causes for World War One.</b> <b>How far do you agree that imperialism was the most important factor in causing WW1?</b>	<b>Life in WW1/How fair a representation of Haig is the programme Blackadder?</b>	<b>What was the most important role in the Birth of the Nazis?</b>	<b>GCSE – Living under the Nazis</b>	<b>GCSE Living under the Nazis</b>	<b>GCSE Living under the Nazis/Holocaust)</b>
<b>MATHS – Higher</b>	<b>UNIT 1</b> Order positive & negative numbers. Calculate with positive & negative numbers & know the inverse calculation. Understand place value. Estimate answers to calculations. Systematic listing of outcomes & use the product rule for counting.	<b>UNIT 5</b> Work with co-ordinates Plot straight line graphs & find their equation, incl. parallel & perpendicular lines. <b>UNIT 6</b> Round numbers to a given degree of accuracy. Find the upper & lower bounds resulting from rounding & truncation &	<b>UNIT 10</b> Know & use Pythagoras theorem in right-angles triangles. Calculate the perimeter & area of 2D shapes including triangles parallelograms, trapezia & composite shapes. <b>UNIT 11</b> Express one quantity as a fraction of another. Change between ratio & fractions.	<b>UNIT 14</b> Plot & interpret scatter graphs & use them to make predictions. <b>UNIT 15</b> Understand & use place value Calculate and interpret numbers written in standard form. <b>UNIT 16</b> Solve problems involving % increase & decrease including simple interest,	<b>UNIT 17</b> Expand double brackets. Factorise quadratic expressions. Know & use the laws of indices. Use standard formulae used in maths & other subjects. Rearrange formulae. <b>UNIT 18</b> Know & identify the key vocabulary associated with parts of a circle.	<b>UNIT 21</b> Know the names of different types of data. Calculate different measures of average & spread (including those given in a table). Use measures of average & spread to compare distributions. Understand the limitations and advantages of sampling. <b>UNIT 22</b>

	<p><b>UNIT 2</b> Know the different types of angle, draw &amp; measure angles. Use angle rules (incl parallel lines) to find missing angles. Use scale drawings &amp; bearings.</p> <p><b>UNIT 3</b> Understand algebraic notation. Simplify algebraic expression, incl. Expanding brackets &amp; factorising expressions.</p> <p><b>UNIT 4</b> Order &amp; calculate with fractions &amp; decimals. Convert between fractions &amp; decimals, including recurring decimals.</p>	<p>the associated error interval. Calculate with bounds.</p> <p><b>UNIT 7</b> Identify the different types of data. Interpret &amp; construct tables &amp; charts used to display data, including pie charts, pictograms, unequal width histograms &amp; cumulative frequency graphs.</p> <p><b>UNIT 8</b> Recognise special different types of special sequence. Find &amp; use the <math>n^{\text{th}}</math> term for linear &amp; quadratic sequences.</p> <p><b>UNIT 9</b> Change between fractions, decimals &amp; % and use this to calculate % f amounts and % increase &amp; decrease. Express an amount as a %. Compare using %</p>	<p>Express a multiplicative relationship between two variables in a ratio or fraction. Write quantities as a ratio in their simplest form. Divide in a given ratio.</p> <p><b>UNIT 12</b> Substitute values into expressions &amp; formulae. Solve linear equations.</p> <p><b>UNIT 13</b> Use tables and frequency trees to display the frequency of outcomes of an event and use these to calculate probabilities. Apply the property that probabilities for mutually exclusive events sum to 1.</p>	<p>compound interest &amp; depreciation. Reverse %</p>	<p>Calculate and solving problems involving the circumference &amp; area of a circle (incl. quarter circles, semi-circles, and composite shapes) Calculate arc lengths, sector areas and angles in a sector.</p> <p><b>UNIT 19</b> Know the names &amp; properties of different 3D shapes. Calculate the formulae of cuboids, prisms, spheres, pyramids, cones &amp; composite solids. Calculate missing lengths, area &amp; volume of similar shapes.</p> <p><b>UNIT 20</b> Convert between standard metric units including area &amp; volume. Convert between metric &amp; imperial units. Calculate and use compound measures such as speed, density, pressure &amp; rates of pay.</p>	<p>Plot &amp; interpret real-life graphs of graphs of non-linear functions. Interpret gradient as a rate of change.</p> <p><b>UNIT 23</b> Draw &amp; interpret plans &amp; elevations of 3D drawings.</p>
<b>MATHS – Foundation</b>	<p><b>UNIT 1</b> Order positive &amp; negative numbers. Calculate with positive &amp; negative numbers &amp; know the inverse calculation. Understand place value. Estimate answers to calculations.</p>	<p><b>UNIT 4 (cont.)</b> Order &amp; calculate with decimals. Convert between fractions &amp; decimals.</p> <p><b>UNIT 5</b> Work with co-ordinates Plot straight line graphs</p> <p><b>UNIT 6</b></p>	<p><b>UNIT 8</b> Recognise special different types of special sequence. Find &amp; use the <math>n^{\text{th}}</math> term for linear sequences.</p> <p><b>UNIT 9</b> Change between fractions, decimals &amp; % and use this to calculate</p>	<p><b>UNIT 12</b> Substitute values into expressions &amp; formulae. Solve linear equations.</p> <p><b>UNIT 13</b> Use tables and frequency trees to display the frequency of outcomes of an event and use these to calculate probabilities.</p>	<p><b>UNIT 15</b> Understand &amp; use place value Calculate and interpret numbers written in standard form.</p> <p><b>UNIT 16</b> Solve problems involving % increase &amp; decrease including simple interest. Reverse %</p>	<p><b>UNIT 18</b> Know &amp; identify the key vocabulary associated with parts of a circle. Calculate and solving problems involving the circumference &amp; area of a circle (incl. quarter circles, semi-circles, and composite shapes)</p> <p><b>UNIT 19</b></p>

	<p>Systematic listing of outcomes</p> <p><b>UNIT 2</b> Know the different types of angle, draw &amp; measure angles. Use angle rules (incl parallel lines) to find missing angles. Use scale drawings &amp; bearings.</p> <p><b>UNIT 3</b> Understand algebraic notation. Simplify algebraic expression, incl. Expanding brackets &amp; factorising expressions.</p> <p><b>UNIT 4</b> Order &amp; calculate with fractions.</p>	<p>Round numbers to a given degree of accuracy. Find the upper &amp; lower bounds resulting from rounding &amp; truncation &amp; the associated error interval.</p> <p><b>UNIT 7</b> Identify the different types of data. Interpret &amp; construct tables &amp; charts used to display data, including bar charts &amp; pie charts.</p>	<p>% of amounts and % increase &amp; decrease. Express an amount as a %. Compare using %</p> <p><b>UNIT 10</b> Know the names &amp; properties of 2D &amp; 3D shapes. Calculate the perimeter &amp; area of 2D shapes including triangles parallelograms, trapezia &amp; composite shapes.</p> <p><b>UNIT 11</b> Express one quantity as a fraction of another. Change between ratio &amp; fractions. Express a multiplicative relationship between two variables in a ratio or fraction. Write quantities as a ratio in their simplest form. Divide in a given ratio.</p>	<p>Apply the property that probabilities for mutually exclusive events sum to 1.</p> <p><b>UNIT 14</b> Plot &amp; interpret scatter graphs &amp; use them to make predictions.</p>	<p><b>UNIT 17</b> Understand the difference between an equation, formula, identity &amp; inequality. Simplify algebraic expressions. Expand single brackets. Factorise expressions. Find the nth term of a linear sequence. Solve linear equations.</p>	<p>Know the names &amp; properties of different 3D shapes. Calculate the formulae of cuboids, prisms, spheres, pyramids, cones &amp; composite solids. Calculate missing lengths, area &amp; volume of similar shapes.</p> <p><b>UNIT 20</b> Convert between standard metric units including area &amp; volume. Convert between metric &amp; imperial units. Calculate and use compound measures such as speed, density, pressure &amp; rates of pay.</p>
<p><b>MFL</b> 3 hours a week for students doing one language. An additional 2 hours a week for students who are studying 2 languages.</p>						
<b>French</b>	Healthy Living	Celebrations	My Future	Music	Environment	Dream Holidays
<b>German</b>	Holidays	Holidays	Media	Fashion	House	The German Speaking World
<b>Mandarin</b>	All About Me	All About Me	Where I Live	Where I Live	Shopping	Shopping
<b>Spanish</b>	Holidays	Holidays	School	The World of Work	Health	Health

<b>MUSIC</b>	<b>Film Music</b> PERFORMING James Bond leitmotif, sequence using computer software. APPRAISING film music leitmotif and orchestration. COMPOSING leitmotif.	<b>African Music</b> Group PERFORMANCE of an African inspired drumming COMPOSITION. APPRAISING African instrumentation. APPRAISING African fusion and recreating using sequencing software to include microphone recording.	<b>Minimalism</b> COMPOSITION of minimalist piece. APPRAISING examples of minimalist music. Development of music theory	<b>Blues and Jazz</b> PERFORMANCE of a COMPOSED blues piece, including developing improvisation techniques. APPRAISING blues music and understand how blues and jazz has influenced popular music including fusion.	<b>Pop Fusion Composition</b> COMPOSING pop fusion. Development of year 7 and 8 SOW. Incorporating sampling techniques. APPRAISING music fusion.	<b>Ensemble Performance</b> Group PERFORMANCE and rehearsal of a piece of music in a style best suited to the individual
<b>PE</b>	Cricket, Softball, Tennis, Athletics, Rounders	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Cricket, Softball, Tennis, Athletics, Rounders
	<b>Enrichment – Thursday</b> Badminton Cricket Rounders Hockey Tennis					
<b>PE BTEC SPORT</b>	Fitness for Sport and Exercise 25% (Exam Unit 1)  Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1)  Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1)  Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1)  Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1)  Unit 2 Practical Sport 25% (Option 2 sports)	Fitness for Sport and Exercise 25% (Exam Unit 1)  Unit 2 Practical Sport 25% (Option 2 sports)
<b>PSHE</b>	Diversity  Assertiveness		Rights & Responsibilities Risk Addiction Counsellor			

<p><b>Health Day</b></p>			<p>Addicts</p>			<p>Healthy Coping Strategies for Life</p>
<p><b>Specialist Team</b></p>	<p>Bereavement</p>			<p>Extremism &amp; terrorism</p>		<p>Teenage Pregnancy Violence</p>
<p><b>RE</b></p>	<p><b>Introduction to GCSE RE</b> Existence of God and problems with that- Does god exist? (cosmological, teleological, ontological) Proof from religious experience / morality / atheism</p>	<p><b>War and Peace-</b> War, peace and religion. Covering 21<sup>st</sup> century conflict and the religious reaction to war.</p>		<p><b>Christian Beliefs</b> The trinity, the incarnation, atonement, crucifixion, resurrection, salvation, heaven, hell.</p>		<p><b>Relationships</b> What relationships look like for religious couples, structure of families for both secular and religious traditions, roles within a family.</p>
<p><b>SCIENCE</b> (please note - different classes will do the modules in a different order. There will be a test at the end of each module)</p>	<p><b>Transition Biology</b></p> <ol style="list-style-type: none"> <li>1. Animal and Plant Cells</li> <li>2. Bacteria</li> <li>3. Magnification</li> <li>4. Food Tests</li> <li>5. Respiration</li> <li>6. Enzymes</li> <li>7. Enzyme action</li> <li>8. Photosynthesis</li> <li>9. Transpiration and Translocation</li> <li>10. Osmosis, Diffusion and Active Transport</li> <li>11. Diseases</li> <li>12. Controlling Blood Glucose</li> <li>13. Drugs</li> </ol>	<p><b>Transition Chemistry</b></p> <ol style="list-style-type: none"> <li>1. Atomic Structure and Isotopes</li> <li>2. Periodic table and Mendeleev/Electron Arrangement</li> <li>3. Solids, Liquids, Gasses</li> <li>4. State changes</li> <li>5. Metals and Water Metals</li> <li>6. Metals and Acid</li> <li>7. Metal displacement</li> <li>8. Extracting Metals</li> <li>9. Electrolysis</li> <li>10. Excretion based on reactivity</li> <li>11. Using Metals and Properties of Metals</li> <li>12. Acids and Alkalis</li> <li>13. Making Salts</li> <li>14. Balancing equations</li> </ol>	<p><b>Transition Physics</b></p> <ol style="list-style-type: none"> <li>1. Static Electricity</li> <li>2. Circuits</li> <li>3. Current</li> <li>4. Voltage</li> <li>5. Resistance</li> <li>6. Magnetism</li> <li>7. Electromagnetic Induction</li> <li>8. Hooke's law</li> <li>9. Inelastic stretching</li> <li>10. Density</li> <li>11. Pressure</li> <li>12. Gas Law's</li> <li>13. Vectors and velocity</li> <li>14. Acceleration</li> <li>15. Distance/Time Graphs and Velocity/Time Graphs</li> </ol>			