CURRICULUM – WHAT WILL STUDENTS LEARN IN EACH YEAR?

YEAR 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	**Pop Art** • Revision of observational drawing skills. • Revision of improvement of painting skills. • To learn about Pop Art and be inspired by their style and own work.	**Pop Art** • Revision of observational drawing skills. • Revision of improvement of painting skills. • To learn about Pop Art and be inspired by their style and own work.	**Day of the Dead** • Refinement of drawing skills. • To use resources creatively to inspire own work. • To refine clay skills.	**Day of the Dead** • Refinement of drawing skills. • To use resources creatively to inspire own work. • To refine clay skills.	**Northwest Coast** • Revision of drawing skills. • To research and be influenced by NWC1 Art. • To produce creative work exploring ideas developed from drawing and research.	**Michael Keck** • Revision and refinement of drawing skills. • To increase proficiency in the handling of different techniques such as collage.
Citizenship	**How effective is the Criminal Justice System?** • In this unit we consider how effective the CJS is in tackling contemporary crimes and whether the CJS requires reform. We explore the justice system, including the role of the police and the operation of courts.	**How effective is the Criminal Justice System?** • In this unit we consider how effective the CJS is in tackling contemporary crimes and whether the CJS requires reform. We explore the justice system, including the role of the police and the operation of courts.	**Terrorism and Conflict** • In this unit we explore global problems and the role of the UK in the wider world, looking at the UK's role in key international organisations. We explore human rights and international law.	**Terrorism and Conflict** • In this unit we explore global problems and the role of the UK in the wider world, looking at the UK's role in key international organisations. We explore human rights and international law.	**Active Citizenship** • In this unit we look at a range of temporary social problems and how we can take action for change. We look at the roles played by public institutions and voluntary groups in society and the ways in which citizens work together to improve their communities, including opportunities to participate in school.	**Active Citizenship** • In this unit we look at a range of temporary social problems and how we can take action for change. We look at the roles played by public institutions and voluntary groups in society and the ways in which citizens work together to improve their communities, including opportunities to participate in school.

Computing	**Understanding Computers**	**Spreadsheet Modelling**	**Flowol Algorithms**	**Python Programming**	**App Development**	**HTML Programming**
Students begin the year with improving basic digital skills and knowledge of understanding how to use computes safely and securely, before moving onto Scratch Programming. Following on from this they will learn about the parts of a computer and finally develop their presentation skills through the production of a Media product.	• Distinguish between hardware and software. • Identify input, output and storage devices and the purpose4 of the CPU. • Explain what RAM and ROM are used for. • Data Representation. • State the typical capacities, strengths and weaknesses of different storage devices. • Discuss the different ways and applications in which modern technology is used.	• To learn how to use Excel. • To know the techniques needed to generate a spreadsheet – inputting numbers, formatting, formulae, vlookups and inserting pictures. • To understand the important of using techniques to allow your spreadsheet to update automatically.	• Understanding Algorithm and examples. • Identify control flowchart symbols and understand how they are used to describe systems. • Understanding Flowol software. • Understand how the use of subroutines can make programs more efficient. • Understand what a variable is and explain how variables can be used to control systems.	• Know what Python is and some of the applications it is used for. • Run a simple Python program in interactive mode using the input and print functions. • Understand what a syntax error is and how to interpret an error message. • Understand the use and value of using comments. • Understand the importance of using correct data types: string, integer or float. • Write a programme involving input, calculation and output. Use selection statements if, else and elif in a program. • Use a while loop in a program.	• Know what App Inventor is and some of the applications it is used for. • Write, save and run an App in Script mode in Interactive mode using the emulator. • Understand what a syntax error is and how to interpret an error message. • Know the rules for variable names and use variables in a program. • Write a program involving input and output. Use selection statements if, else and loops in an App.	• Understand that the WWW and what HTML is and what it is used for. • Type basic HTML tags and edit the HTML code and view the changes in a browser. • Learn how CSS and write CSS code to set styles. • Learn the main principles of good website design. • Learn how to create a consistent look and feel throughout a website. • Add well-formatted content, including text and images, to each page. • Create internal and external links and make sure they all work.

Design Technology	**Pull along toy** To create a wheeled pull along themed toy for a young client based on profiling. Knowledge: • Use a variety of approaches (iterative and user-centred design) to generate creative ideas and avoid stereotypical responses. • Understand how mechanical systems used in their products allows changes in movement. • Consider materials properties to be able to choose from a wider, more complex range of materials and components. Investigate new and emerging technologies by considering the consumers choice.	**Pull along toy** To create a wheeled pull along themed toy for a young client based on profiling. Knowledge: • Use a variety of approaches (iterative and user-centred design) to generate creative ideas and avoid stereotypical responses. • Understand how mechanical systems used in their products allows changes in movement. • Consider materials properties to be able to choose from a wider, more complex range of materials and components. Investigate new and emerging technologies by considering the consumers choice.	**Grabber project** To create a device that helps people pick up objects. Knowledge: • Understand how advanced mechanical systems enables changes in movement and force. • Expand and use the properties of materials and the performance of structural elements to achieve functional solutions. • To increase understanding of how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond	**Grabber project** To create a device that helps people pick up objects. Knowledge: • Understand how advanced mechanical systems enables changes in movement and force. • Expand and use the properties of materials and the performance of structural elements to achieve functional solutions. • To increase understanding of how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond	**Electric buggy project** Students will design a product that will use advanced electrical systems to control mechanical systems. Knowledge: • Develop and understanding of how more advanced mechanical systems used in their products allows changes in movement and force. • Understand how more advanced electrical and electronic systems can be powered and used in products. • Apply knowledge on computing and electronics into products that respond to inputs and control outputs using programmable components. Develop specifications to inform the design of innovative, functional, appealing products that respond.	**Electric buggy project** Students will design a product that will use advanced electrical systems to control mechanical systems. Knowledge: • Develop and understanding of how more advanced mechanical systems used in their products allows changes in movement and force. • Understand how more advanced electrical and electronic systems can be powered and used in products. • Apply knowledge on computing and electronics into products that respond to inputs and control outputs using programmable components. Develop specifications to inform the design of innovative, functional, appealing products that respond
Design Technology Homework Project	To increase students' ability to recognise culture and help them to define their own. Knowledge: • Use research and exploration, such as the study of different cultures. • 3 x Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.					
English	**DNA**	**Voices of Dissent**	**Gothic Literature**	**Character and conflict poetry**	**Speaking and Listening**	**Macbeth**

Geography	**Changing China** • Describing the location and characteristics of China. • Examining the key social, economic and environmental changes in China. • Assessing the environmental consequences of rapid industrialisation in China.	**Oceans on the Edge** • Describing the distribution and value of marine ecosystems. • Examining the threats facing marine ecosystems. • Assessing methods for managing conflict in marine ecosystems.	**Terrible Tectonics** • Examining the internal structure of the Earth. • Investigating processes taking place on different plate boundaries. • Assessing the management of named tectonic hazards.	**Fabulous Fieldwork** • Describing the location and characteristics of our local fieldwork area: Sittingbourne. • Practicing a range of fieldwork techniques linked to the need for regeneration in our local area. • Assessing the regeneration plans for Sittingbourne High Street against measures of sustainability.	**Challenges of an Urbanising World (GCSE)** • Examining the causes and challenges of rapid urban change. • Investigating why the quality of life varies within Mumbai. • Assessing how the quality of life in Mumbai could be improved.	**Challenges of an Urbanising World (GCSE): Case Study Mumbai** • Examining the site and situation of a named megacity in an emerging country: Mumbai, India. • Investigating why the quality of life varies within Mumbai. • Assessing how the quality of life in Mumbai could be improved.
History	**GCSE History Crime and Punishment Unit** • Anglo-Saxon society law and punishment. • Norman – Impact of invasion on law, enforcement and punishment. • Influence of King and Church on law and punishment.	**GCSE continued** • Continuity and change, factors influencing crime Anglo to Norman. • Crime – causation during Tudor period. • Tudor crimes – Vagabonds/beggars, treason, witchcraft.	**GCSE continued** • 1500 – 1700 Law enforcement methods. • 1500 – 1700 Forms of punishment. • Factors influencing crime 1500 – 1700.	**GCSE continued** • 1700 – 1900 – Crimes, smuggling, highway men, poaching. • Law enforcement – Bow St runners, development of the Police in Britain. • Punishment – Transportation, use of prisons.	**1700 - 1900** • Prison reforms, Elizabeth Fry, John Howard, Robert Peel. • Factors effecting crime. • Changes in Britain in rural – industrial – impact on law and order.	• 1900 to present crime and punishment. • Conscientious objectors WW1 – WW2 what changed? • Changes in policing and punishments – impact on technologies.
Mathematics	• Probability.	• Quadratics.	• Construction, congruence and loci of triangles. • Pythagoras' Theorem.	• Ratio and Proportion (Review Year 7 and Year 8). • Direct and Inverse Proportion. • Surds and Trigonometry Ratios.	• Simultaneous Equations.	• Indices and Standard Form. • Growth and Decay.

MFL	**Who Am I?** • Revision – family and describing people. • Revision – places in town, activities and time. • Talking about friends and what makes a good friend using regular verbs in present tense. • Describing family relationships using reflexive verbs in present tense.	**Who Am I?** • Making arrangements to go out using near future tense. • Describing a day out using the perfect tense. • Describing life when you were younger using the imperfect tense. • Discussing role models using present and perfect tense.	**Leisure Time** • Using jouer and faire (to play/to do) • Why learn French? • Describing cinema and films.	**Leisure Time** • Talking about using technology using irregular verbs in present tense. • Discussing reading habits and music using negatives.	**Leisure Time** • Discussing sport using “depius” (since). • Describing and comparing types of television programmes. • Using comparisons.	**Holidays** • Describing holidays using 3 tenses. • Describing the weather and using ‘si/quand’. • Talking about food and drink using 3 tenses. • Describing clothes. • Cultural lessons.
Music	• Music for Stage and Screen: Explore the life and works of key composers of the genre. • Music for Stage and Screen: Analyse patterns, harmony and orchestration of a set work. • Music for Stage and Screen: Key Musical Features.	• Latin and South American Music: Learn about the instruments and Rhythms used in South & Latin American Music. • Latin & South American Music: Perform a Latin piece using simple rhythms, ostinatos and melodies. • Latin & South American Music: Compose using some of the features learnt about.	• Professional Theatre Production: Explore the professional production of Blood Brothers. • Professional Theatre Production: Understand how to apply vocal and physical skills when performing.`	• Song Writing & Parody: Recognise and explore how riffs fit into a song. • Song Writing & Parody: Describe the structure of a song using appropriate musical vocabulary. • Song Writing & Parody: Identify and explore the relationship between Music and Lyrics.	• Jazz & Blues: Learn how chords can be put together to form a chord progression. • Jazz & Blues: Learn how improvisation is used in Jazz. • Jazz & Blues: Learn how melodies are performed in Jazz.	• Live Lounge: Practical Application of Music Technology Software and Resources. • Live Lounge: Development of Ensemble Skills. • Live Lounge: Evaluation of Amateur and Professional Performances.

Physical Education	• Young Leader Award. • Outwitting opponents (**Combine, perform advanced skills, consistency, fluency, greater accuracy, higher quality of techniques, development and refinement of skills**)	• Exercising safely and effectively to improve health and well-being (**Fitness Testing and Methods of Training**). • Outwitting opponents (**Combine, perform advanced skills, consistency, fluency, greater accuracy, higher quality of technique, development and refinement of skills**)	• Exercising safely and effectively to improve health and well-being (**Fitness Testing and Methods of Training**). • Outwitting opponents (**Combine, perform advanced skills, consistency, fluency, greater accuracy, higher quality of technique, development and refinement of skills**)	• Exercising safely and effectively to improve health and well-being (**Fitness Testing and Methods of Training**). • Performing at maximum levels (**Develop advanced athletic skills of sprinting, sustained running, jumping and throwing, advance tactics, adapt skills, describe the elements**). • Outwitting opponents (**Combine, perform advanced skills, consistency, fluency, greater accuracy, higher quality of technique, development and refinement of skills**)	• Performing at maximum levels (**Develop advanced athletic skills of sprinting, sustained running, jumping and throwing, advance tactics, adapt skills, describe the elements**). • Outwitting opponents (**Combine, perform advanced skills, consistency, fluency, greater accuracy, higher quality of technique, development and refinement of skills**)	• Performing at maximum levels (**Develop advanced athletic skills of sprinting, sustained running, jumping and throwing, advance tactics, adapt skills, describe the elements**). • Outwitting opponents (**Combine, perform advanced skills, consistency, fluency, greater accuracy, higher quality of technique, development and refinement of skills**)
Religious Studies	**CAT 1** • How do people make moral decisions? • Project: What are the Christian and Muslim attitudes to racism? • Who was Rosa Parks?	• Who was Martin Luther King? • Who was Malcolm X.	• Evaluating the lives and achievements of Martin Luther King and Malcolm X. • Organisations against racism in the world today.	• Evaluating the lives and achievements of Martin Luther King and Malcolm X. • Organisations against racism in the world today.	• How should we treat animals? • Is war ever right? • When does life begin? • Where does evil come from? • Should the death penalty be brought back?	• Judaism. • The Holocaust.
Science	• Cell Structure and Transport. • Cell Division.	• Organisation and the Digestive System. • Organisation in Plants and Animals.	• Atomic Structure. • The Periodic Table.	• Structure and Bonding.	• Revision for PPEs. • Conservation and Dissipation of Energy.	• Energy Transfers by Heating. • Energy Resources.