



## Curriculum Overview

### Core

#### English

##### 19<sup>th</sup> Century Fiction: A Christmas Carol by Charles Dickens

##### Knowledge Concepts

- **Texts are constructs:** Consider how the novel explores the consequences of greed and the value of friendship and family. Support with a wide, varied and insightful range of well-chosen textual references.
- **Texts make use of patterns, all of which conveyed through language and structure:** Identify and use the devices to consider meaning idiom, paradox, litotes, irony, understatement, monosyllabic. Sustain analysis of language/structural features and the effect or influence on the reader.
- **Texts are informed through contexts in which they are written:** Explore how CD blends contextual issues into the story. Social class and inequality/Gothic Genre/Values of charity and goodwill/Victorian society.
- **Every text is an argument- texts can influence us,**  
Sentence 1: Construct personal viewpoints in the form of thesis statements.  
Sentence 2: Focus on the effects of the whole text and controlling ideas.  
Sentence 3: Use the thesis statement to create topic sentences.  
Sentence 4: Select and embed relevant textual detail.
- **Reader's construct meaning as they read (Reciprocal Reading)** Summarise, question, clarify and predict how the novel explores: human nature/morality, social class and inequality.

#### Mathematics

##### Graphs

- Draw a graph from its equation, without working out points
- Write the equation of a line parallel to another line
- Compare graph lines using their equations
- Draw graphs with equations in the form  $ax + by = c$
- Rearrange equations of graphs into the form  $y = mx + c$
- Find the equation of a line between two points
- Solve simultaneous equations by drawing graphs
- Solve problems using simultaneous equations
- Draw graphs with quadratic equations in the form  $y = x^2$
- Interpret graphs of quadratic functions
- Draw and interpret graphs showing inverse proportion
- Draw and interpret non-linear graphs

##### Probability

- Identify mutually exclusive outcomes and events
- Work out the probabilities of mutually exclusive outcomes and events
- Calculate estimates of probability from experiments
- Determine whether a dice or spinner is unbiased
- List all the possible outcomes of one or two events in a sample space diagram
- Decide if a game is fair
- Show all the possible outcomes of two events in a two-way table
- Calculate probabilities from two-way tables
- Draw Venn diagrams
- Calculate probabilities from Venn diagrams

#### Science Biology Chemistry Physics

##### 9C4 Ionic and covalent bonding

- Describe and explain the properties of materials in terms of the arrangement of particles in the 3 states of matter.
- Describe the chemical bonding involved in ionic, covalent and metallic substances.
- Explain how the type of bonding in a substance affects the physical properties of that substance.

**Skill-Investigating and compare** the properties of ionic and simple covalent molecules

**Tier 3 vocabulary** covalent bond liquids delocalised electron particle theory giant lattice solids intermolecular forces states of matter ionic bond



**9B4 Transport in animals**

- Describe the composition of blood.
- Describe the structure of the heart and blood vessels.
- Explain how the blood vessels are adapted to their functions.

**Skill -Interpret data from graphs** to compare composition of inhaled and exhaled air

**Tier 3 vocabulary** Aorta, atria, capillaries, coronary, haemoglobin, platelets, pulmonary, stent, statin

**Geography****Is the Earth running out of natural resources?**

- Know the different elements and spheres that make up our planet and how they interact.
- Explain the importance of water as a natural resource.
- Explain how people use the Earth's natural resources such as water and food.
- Describe the difference between renewable and non-renewable resources.
- Assess the role of fracking in extracting natural gas.

Students will know:

- That the Earth has a limited number of natural resources.
- That humans use natural resources in different ways.
- That sustainability helps humans to manage the Earth's natural resources.

**History****How did Superpowers clash during the Cold War?**

- Define the concept of a cold war
- Describe key figures, events and outcomes of the cold war
- Explain the escalating tensions after WW2.
- Assess the legacy and impact of negative relations between states.

The following key events will be discussed during this topic:

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|--|---|--|
| Nuclear legacy and the Cold War<br>Stalin's Russia<br>The Cuban Missile Crisis | The assassination of J.F.K<br>Life in the 1950s and 1960s<br>Women and the rise of feminism | The space race and the moon landings<br>The Vietnam War<br>The fall of the Berlin Wall |
|--|---|--|

**French****9.9 Friends and Ideal Partners****Retrieval on the use of adjectives to describe people.**

- Introduction to relative pronouns to enhance descriptions.
- Retrieval of the conditional tense with regular and irregular verbs to describe ideal friends and partners.
- Retrieval of the comparative and superlative.

**9.10 Problems at School**

- Discussion on the current problems in school (too much homework, friendship issues, stress etc.)
- Retrieval of modal verbs to discuss current school rules (*devoir ad falloir*).
- Use of the idiomatic phrase '*il faut*' to discuss school rules.

**Spanish****9.9 Friends and Ideal Partners****Retrieval on the use of adjectives to describe people.**

- Introduction to relative pronouns to enhance descriptions.
- Retrieval of the conditional tense with regular and irregular verbs to describe ideal friends and partners.
- Retrieval of the comparative and superlative.

**9.10 Problems at School**

- Discussion on the current problems in school (too much homework, friendship issues, stress etc.)
- Retrieval of modal verbs to discuss current school rules (*deber ad tener que*).

## Philosophy and Ethics

### How Valuable is Human Life?

- How religious rights link into human rights.
- The different causes of crime – including greed, poverty, and upbringing.
- The aims and theories of punishment – considering which form of punishment is most effective, including deterrence, retribution, reform, and protection.
- Arguments for and against capital punishment from Muslim, Christian & non-religious viewpoints.

### How Do Others Influence Us?

- How important is marriage to Christians and non-religious people?
- Divorce – reasons why some marriages (religious & non-religious) end in divorce & Christian views.
- Family Life – types of family in the UK, how some Christians raise their children.
- Attitudes towards sex – Christian views on sex before marriage, how this view is interpreted by more liberal Christians, non-religious views.
- Contraception – types of contraception (including artificial and natural, who may use them), their effectivity, and Christian views.
- Homosexuality – laws in the UK, how attitudes have changed over time, Christian views.

## ARRK Lessons

**Core Values:**  
Aspirational  
Resilient  
Respectful  
Kind

### Rights and British Values – Combatting Extremism & Terrorism

- To understand what a conspiracy theory is
- To understand how extremist views can lead to acts of terrorism
- To explore why people may choose to commit an act of terrorism
- To understand why there is a war
- To know what radicalisation is and why it is harmful
- To understand how counter terrorism works
- To understand what is happening today in the UK

## Design Technology Food Textiles Resistant Materials

During this period Year 9 learners will cover a wide range of topics in Design technology, including:

- Types of drawing – Orthographic Projection, Isometric, and Oblique
- Use of cutting and shaping tools and equipment – Disc sander, bobbin sander, and fret saw
- Evaluation of design ideas using a design specification
- Further techniques using tools and equipment within the workshop, including coping saw, tenon saw, bench hook, pillar drill, abrasive paper and try square.
- Wood joining techniques, focussing on sliding dowel joints.
- Identification of different sources of bacterial contamination and the main types of bacteria that cause food poisoning and its symptoms.
- Healthy eating – The importance of following the current recommendations for following a healthy diet and the factors that affect food choice.
- International cuisines and the different characteristics of different countries distinctive ingredients and cooking methods.
- The traditional Japanese resist dyeing method of shibori, using “mechanical” stitch resist techniques and natural indigo dye.
- Silk painting using the “Serti” technique. This is a “chemical” resist process using gutta to create a barrier between different coloured areas of a design.
- The “Fabric manipulation” technique of Fabric Slashing or “Faux Chenille”.

## Computer Science

### 9.4 Spreadsheets

- How are spreadsheets useful in the real world?
- Students will learn how effective spreadsheets can be in day-to-day life and learn formulas to make spreadsheets automatic and useful.

# Performance

|                    |   |
|--------------------|---|
| Art                | <p><b>Identity:</b><br/>Exploring 3D sculpture and expression through more urban/street art styles.</p> <p>Tasks include;</p> <ul style="list-style-type: none"> <li>• Letter design (typography and design)</li> <li>• 3D Ident (sculpture and design skills)</li> </ul> <p>This half term students will explore how to plan and design a piece of art and how a genre such as street art can bring style and expression to a work of art.</p>   |
| Music              | <p><b>Keyboard skills</b><br/>Learners will develop their keyboard skills and knowledge of harmony through the performance of a variety of pieces.</p>  |
| Physical Education | <p><b>Planning</b><br/>Students will have a chance to practice and reflect on planning skills.</p> <p><b>Reflection</b><br/>Students will understand what is meant by the term 'reflection' and to be able to apply this knowledge to PA, Sport and further aspects of life.</p> <p><b>Fixed Mindset</b><br/>Students will understand how a fixed mindset will limit success.</p> <p><b>Look for Positives</b><br/>Students will develop and demonstrate the tools required to think and act positively.</p> <p><b>Gather Information</b><br/>Students will learn how to identify and analyse 'issues' from different perspectives, considering ways to tackle the problem.</p> |



**Explorer**  
Aspirational



**Scholar**  
Resilient



**Leader**  
Respectful



**Collaborator**  
Kind