

## Year 9 Curriculum Topic Map – Autumn 2

Art (2)	Design Technology (2)	Drama (1)	English (4)	French (2)
<p><b>Technique 2 – Biro</b> Students will explore biro as a medium, exploring a range of skills through examination of excellent practice through the work of James Mylne and Mark Powell.</p> <p><b>Technique 3 – Charcoal</b> Students will explore charcoal as a medium, exploring a range of skills through examination of excellent practice through the work of Robert Longo.</p> <p>These skills build upon Year 8 by developing students' understanding of how to research relevant artists and explore their material use. It also establishes a foundation for GCSE by allowing students to explore their areas of strength which they will then expand during year 10.</p> <p>Students will also have the opportunity to engage in Artistic Enrichment by attending a weekly Art Club in which they are able to</p>	<p><b>STEAM focus as KS3 Foundational skills</b> (Science, Technology, Engineering and Maths)</p> <p><b>Product Innovation:</b> Light box project. Students will explore concepts of Recycling, product and material sustainability through the design of a functional light box.</p> <p><b>Cuisine:</b> students will develop even more sophisticated practical cooking and food preparation skills by exploring dishes from around the world.</p> <p><b>Graphic Communication:</b> Students will develop a degree of finesse with their technical drawing skills, producing advertising material and exploring concepts of form and purpose.</p>	<p><b>Macbeth</b> By William Shakespeare</p> <p>Students will explore the key themes, characters and dramatic conventions in Shakespeare's Macbeth.</p> <p>This is achieved via metacognitive links with English, exploring the text as a piece of literature and as a piece to be performed.</p> <p>Students will also have the opportunity to engage in Drama Enrichment by KS3 drama club leading to a performance during GAF week.</p>	<p><b>Of Mice and Men</b> In-depth study of a classic Steinbeck novel, focussing on contextual understanding as an influence on writing via a study of life within 1930's America and exploring how discrimination was evident within the vulnerable groups in society. Students will also start to intertwine their analysis of characters with contextual information.</p> <p><b>Rhetoric</b> Study of how to write and speak persuasively. Students will critically evaluate a range of transactional writing and practice their own writing skills in relation to our themes of prejudice and discrimination.</p> <p>These in-depth studies of both Literature and Language introduces themes students will explore in depth throughout GCSE, such as inequality, power, isolation,</p>	<p><b>Mon monde à moi</b> <b>My world</b> <b>Module 1</b> <b>Dynamo 3</b></p> <p>Students develop their French by learning how to talk about themselves and their activities. Students explore the following through speaking, reading, writing and listening:</p> <ul style="list-style-type: none"> <li>• Point de départ. Giving opinions, likes and dislikes. Using opinion verbs.</li> <li>• Qu'est-ce que tu fais comme activités extrascolaires ? Talking about your after school clubs and using verbs in the present tense to be able to say what you usually do.</li> <li>• Amis pour toujours. Friends forever. Describing yourself and your friends in detail.</li> <li>• Comment as-tu fêté ton anniversaire ? How did you celebrate your birthday? Using different tenses.</li> </ul>

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<p>practice their research and drawing skills.</p>	<p>All subject areas serve as a knowledge and skill foundation for entry to GCSE in Y10+</p> <p>Students will also have opportunity to engage in Technological Enrichment by taking part in house competitions and attending ECA bright sparks/shake and bake ECA clubs</p>		<p>loneliness, relationships and friendship.</p>	<ul style="list-style-type: none"> <li>• Qu'est-ce que tu as fait? Describing what you did for your birthday and what you wore. Using two tenses; the present and the perfect (past) tense.</li> </ul> <p>Students will also have the opportunity to engage in MFL Enrichment by watching a video clip of French school life.</p>
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Geography (2)	History (2)	Mathematics (4)	Music (2)	Physical Education (2)
<p><b>Africa and Asia</b></p> <p>Students will develop their locational and place knowledge, continuing to study Africa and beginning their study of Asia. Through their exploration of these continents, they will understand similarities, differences and links between places, considering both their human and physical geography.</p>	<p><b>Key Questions:</b> Students will explore key Historical themes by responding to the following questions:</p> <ol style="list-style-type: none"> <li>1. What has been the legacy of Mansa Musa? (<b>Significance / Consequence</b>)</li> <li>2. Was the British Empire a force for good? (<b>Interpretation</b>)</li> </ol>	<p>Students will apply their foundational understanding to complete more sophisticated aspects of Mathematical practice, including:</p> <ul style="list-style-type: none"> <li>• Summarising data,</li> <li>• Probability,</li> <li>• Representing and Interpreting,</li> <li>• Fractions, Decimals and Percentages.</li> </ul>	<p>As part of our MISST programme all students will study an instrument and complete a solo and ensemble <b>practical performance</b>.</p> <p>Students will apply <b>theoretical</b> aspects of rhythmic and melodic dictation and harmony through their playing,</p> <p>Students will revisit the following examples of excellent practice to re-</p>	<p>All students participate in the following sports organised on a rota.</p> <ul style="list-style-type: none"> <li>• Rugby (field)</li> <li>• Basketball (SH/courts)</li> <li>• Indoor Athletics (SH)</li> <li>• Dance (Studio)</li> <li>• Handball (courts)</li> <li>• Netball (Courts)</li> </ul> <p>Year 9 prepares students for an entry to higher level</p>

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<p>This recaps and builds on knowledge gained in year 7 and 8 but with more thorough application to place. Understanding the context of and similarities and differences between places is important both at GCSE and A level.</p> <p>Students will also have an opportunity to engage in Geographical Enrichment by taking part in a House competition.</p>	<p>These skills build upon Y8 by exploring empires and their role in global history and establishes a foundation for GCSE by looking at the way democracies can have positive and negative impacts.</p>	<p>These skills build upon Y8 by consolidating skills in mathematical thinking, conceptual understanding and language and communication to be able to solve problems. This establishes a foundation for GCSE by ensuring students are able to apply skills learned to applied problems and confidently communicate verbally and written.</p> <p>Students will also have opportunity to engage in Mathematical Enrichment by taking part in House competitions.</p>	<p>evaluate and apply their new theoretical knowledge:</p> <ul style="list-style-type: none"> <li>● Purcell – Rondeau,</li> <li>● Wood - Fantasia on British Sea Songs,</li> <li>● Jones - Boogie Stop Shuffle</li> <li>● C. Schumann - Piano concerto mvt 1</li> </ul> <p>Students will also have opportunity to engage in Musical Enrichment by joining the music department in a MiSST performance in Oldham. Also, there are opportunities to engage in our extra curricular menu with opportunities such as Choir, Wind Band and Orchestra.</p>	<p>study at KS4 by introducing theoretical and physiological science elements as a parallel to practical activities.</p> <p>Students will also have the opportunity to represent their House by competing in an Indoor Athletics tournament.</p>
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PSHCE (1)	Religious Studies (1)	Science (4)	Accelerated Reader (1)
<p>In Year 9 Students will explore their rights and Responsibilities as Active Citizens, exploring:</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not</p>	<p><b>Morals, Beliefs and Values: Does all life have value?</b></p> <p>Students will continue their enquiry into morals, beliefs and values by focussing on Human Rights. Through the exploration of ethical discussions around abortion, euthanasia, capital punishment and the reasons why others commit crimes they will discuss, debate and evaluate whether global society does view all life as valuable.</p> <p>These skills serve to establish effective working habits for students progressing to full GCSE in Y10.</p> <p>Students will also have the opportunity to engage in Philosophical enrichment through the Spirited Arts homework project.</p>	<p><b>Atoms and the periodic table</b></p> <p><b>Energy</b></p> <p>Students will learn the key ideas of how the periodic table was developed and how to use it to find vital information about atoms. Energy introduces a more mathematical model of looking at physics and the use of simple formulae to describe interactions</p> <p>This is achieved via core skills of observation and wider reading and mathematical manipulation of data</p> <p>These skills build upon Y8 by using the atomic model in more detail to describe matter and establishes a foundation for GCSE by introducing key concepts that will support all the subjects that the pupils will encounter in later years</p> <p>Students will also have opportunity to engage in</p>	<p><b>Accelerated Reader</b> is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.)</p> <p><b>How can I help my child become a better reader?</b></p> <p>As with anything, performance improves with practice. Encourage your child to read at home. Create a culture of reading in your household by reading with your child, starting a home library, visiting your local library or bookstore on a regular basis, letting your child see you reading, and discussing books that each of you has read. When reading with your child, stop and ask questions to be sure your child is comprehending what is read. Reading with your child, no matter what the child's age, is an important part of developing a good reader, building a lifelong love of reading and learning, and creating a loving relationship between you and your child. Make learning a family affair!</p> <p>You can learn more here:  <a href="https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/">https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/</a></p>

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<p>want shared further and not to share personal material which is sent to them What to do and where to get support to report material or manage issues online</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online</p>		<p>Scientific Enrichment by producing a research project on the development of the periodic table</p>	
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