

Y9 Curriculum Tables

Art

Term	Content	Assessment
1	Acrylic Painting on canvas. Looking at botanical artist Sarah Graham, Georgia O’Keeffe and Joaquim Mir. Introduction to oil painting and layering paint.	Process through whole project as evidenced in the art journals and outcome.
2&3	Feminist art, looking at text art, banner work and Conceptual art. Arts include Tracey Emin, Suzanne Lacy & Guerilla Girls.	Process through whole project as evidenced in the art journals and outcome.
4	Ugly dolls textiles project. manipulating animal drawings for making designs for ugly dolls cushions.	Process through whole project as evidenced in the art journals and outcome.
5&6	Independent art exam based on theme of using your voice. Independent Research on different artists, using different materials, developing an idea and a final outcome.	Process through whole project as evidenced in the art journals and outcome.

Dance

Term	Content	Assessment
1	Contact: Students learn a set piece of choreography based on contact and learn how to successfully carry out different forms of contact safely. How to add in different lifts using smooth transitions.	Ongoing tasks throughout the unit, end of unit assessment based on performance, choreography and appreciation.
2	Flash Mob: Students learn different styles of choreography to improve their choreographic skills and to prepare them for the music video unit giving the ideas of effective group devices and relationships	End of unit assessment – full group performance in front of an audience.

3	Music Dance Relationships: Students explore the relationship between dance and music in music videos, addressing the following: Response to mood or atmosphere, contrast and variety, matching the structure of the music, responding to the theme or idea in the music.	Ongoing tasks, no formal assessment
4	Music Video Creation: Students create their own music videos from a choice of thematic, narrative and abstract. Students choreograph film and edit their own music videos. Awards are then presented at an MTV music video awards event.	Ongoing tasks, homework and creation of music videos: performance, choreography and use of camera and editing devices.
5&6	Year 9 Performing Arts Festival: Students explore and research the theme of the Performing Arts Festival focusing on combining the arts and the skills needed to work as a team.	Performance on Year 9 awards evening in front of a large audience.

Design & Technology

Term 1-6	Assessment
2 of: Festival Branding, T- Shirt and Packaging (Graphics), Light Project using Programmable Components (Product Design & Electronics), Patchwork Bag (Textiles), Heat Exchange, The Science Behind Pastry, Environmental Considerations, Special Diets. (Food & Nutrition)	NC numbers are given for skills (Design and Explore, Plan and Make and Evaluate) through each of the 2 project rotations in the year. An overall final NC project number is given at end of each project. There is an end of year exam testing technical knowledge gained across all the subject specialisms.

Drama

Term	Content	Assessment
1	Devising – Mini Component 1: Students will create a short original piece of Drama based on a stimulus and also keep a devising journal to support their work. This is a mini GCSE Component 1 Unit.	Devising and Responding

2	Devising – Mini Component 1: Students will create and perform a short original piece of Drama based on a stimulus and also keep a devising journal to support their work. This is a mini GCSE Component 1 Unit.	Performing and Evaluating
3	Page To Stage: Students will begin to understand how to respond to text and make creative decisions to convey character and intention.	Exploring and Responding
4	Page To Stage: Students will begin to understand how to respond to text and make creative decisions to convey character and intention.	Performing and Evaluating
5	Performing Arts Festival: Students will use independent research and class activities to explore a stimulus and begin to create an original whole class performance.	Devising and Responding
6	Performing Arts Festival: Students will refine and polish an original whole class performance.	Devising and Responding

English

Term	Content	Assessment
1	Of Mice and Men. Pupils read and analyse the novel, relating it to its context.	
2 & 3	Gothic Literature. Pupils read and explore a range of extracts from twentieth- and twenty-first-century Gothic texts. Pupils use these as inspiration for their own descriptive writing.	A Gothic short story, planned and edited independently.
4	The Crucible. Pupils read and analyse the play, relating it to its context.	An essay question on a character across the play, incorporating contextual information.
5	Poetry on the theme of identity. Pupils explore a range of modern poems, drawing comparisons between them.	An essay question comparing two poems from the anthology.
6	London Life. Pupils study an anthology of twentieth- and twenty-first-century non-fiction writing about London, comparing and contrasting the extracts.	A GCSE Language Paper 2 practice paper.

Geography

Term	Content	Assessment
1	Shifting World – How do plate tectonics shape our world?	Essay: Why was the Haiti earthquake so destructive?
2	Globalisation And The International Fashion Industry – How can fashion become more sustainable?	Fair Trade Fashion Projects: peer assessment and teacher's comments
3	Population – room to grow?	End of unit test
4	Crime Mapping – How do we use maps to combat crime?	Crime Mapping Project
5	Contested Planet	Two pieces of diagnostically marked homework
6	The World in one city – how has London been changed by immigration? (with History)	Project and display at multicultural fair (with History)

History

Term	Content	Assessment
1	How successfully did different groups gain rights in the 19th and 20th centuries?	Significance assessment.
2	How should we remember WW1?	Interpretations assessment: WW1.
3	How did the dictators rise to power in the 20th century?	Causation assessment: Dictatorships.
4	How should we remember the Holocaust?	No formal assessment.
5	How close to war was the world in the second half of the 20th century?	Factual recall assessment.
6	How did London become a multicultural city?	Project-based assessment.

ICT/Computer Science

Term	Content	Assessment
1	Integrated project. Photoshop.	Assessment through classwork and homework.
2	Programming using Processing. Music Magazine.	End of term test
3	Apps for Good (half the cohort). Programming constructs.	Assessment through classwork and homework.
4	Apps for Good (half the cohort). Computing related legislation. Programming using Processing.	Assessment through classwork and homework.
5	Integrated project.	End of year written and practical test of all topics covered through the year.
6	Preparation for Year 10. Students get a taste of the different aspects of Computer Science GCSE and BTEC I&CT.	Assessment through classwork and homework.

Mathematics

Term	Content	Assessment
1	Multiples, Indices, Direct proportion and similarity.	Regular tests in class and end of term tests based on previous topics covered.
2	Pythagoras, Trigonometry.	
3	Linear inequalities, Linear simultaneous equations.	
4	Quadratics, Area and Volume.	
5	Probability, Algebra in depth.	
6	Introduction to GCSE Proof.	

Please look at the page linked here.

Music

Term	Content	Assessment
1	<p>Set work 1: 'Why Does My Heart Feel So Bad' — Moby</p> <p>Set work 2: 'All Blues' — Miles Davis</p>	<p>Year 9 Music is structured as a 'mini-GCSE' comprising:</p> <p>performance (30%); composition (30%); and appraising (40% assessed by end-of-year exam).</p>
2	<p>Composition: Paired composition of a dance track using Garageband or Logic</p>	
3	<p>Solo performances: Preparing a solo on any instrument/voice</p> <p>Set work 3: Mozart Symphony No.40</p>	
4	<p>Ensemble Performances</p> <p>Set works revision</p>	
5	<p>Preparation for Performing Arts Festival</p>	
6	<p>Band Project: Student-led project working towards band performances.</p>	

Latin and Classics

Term	Content	Assessment
1	Gladiators & the Roman Baths.	<p>Regular vocabulary tests in class. Translation tests based on the</p>
2	Education and elections.	

3	Vesuvius erupts!	language and context covered each term.
4	Life in Roman Britain.	
5	Life in ancient Alexandria.	
6	Religions across the ancient world.	

PE

Students plan a sporting competition in small groups and organise and run the whole event

Term	Content	Assessment
1	Project : Event organisation. Focus – Umpiring skills.	Practical assessment –umpiring skills.
2	Project : Event organisation. Focus – Scoring.	Practical assessment – scoring and officiating. Written task.
3	Project : Event organisation. Focus – Tournament organisation.	Booklet.
4	Project : Event organisation. Focus- Coaching.	Coaching and feedback skills,
5	Project : Event organisation. Focus -Planning session.	Students plan a sporting competition in small groups and organise and run the whole event.
6	Project : Event organisation. Focus – Running the tournaments.	

Religion, Ethics and Philosophy (REP)

Students in Year 9 will be studying towards their GCSE. Please [click here](#) for more information.

A mock examination will take place during Year 9 exams week.

Science

Students study the final 3 Key Stage Three topics up until Christmas.

After this, the first section of the GCSE material is studied.

KS3		Assessment
Biology 5	Genes & Evolution	There is an end of unit test at the end of each topic. In December of Year 9, there is an 'End of Key Stage 3' exam that covers all the material learnt in Years 7, 8 and 9.
Chemistry 5	Geology	
Physics 5	Electricity & Energy	

KS4 (GCSE)		Assessment
Biology 1	Key Concepts in Biology	There is an end of unit test at the end of each subject rotation. In June of Year 9, there is an exam covering just the GCSE work that has been studied since January.
Chemistry 1&2	Key Concepts in Chemistry	
Chemistry 3	Atomic Structure	
Physics 0	Key Concepts in Physics	
Physics 1 & 2	Motion & Forces	

CURRICULUM – KS3 MODERN FOREIGN LANGUAGES

In year 7, students begin learning their first foreign language. This is either French or Spanish depending on the year they enter the school. (This is not a choice, the entire year studies either French or Spanish.)

In year 8, they continue learning this first language, and add the second (again, either French or Spanish.)

In year 9, both languages are again studied, meaning that at the end of Key Stage Three student will have studied both French and Spanish. One of these will have been studied for 2 years, and the other for 3 years.

FRENCH CONTENT OVERVIEW

YEAR 7 FRENCH (OR YEAR 8 IF IT IS THE SECOND LANGUAGE)

Module 1 – C'est parti! – Meeting people and introducing yourself.

Module 2 – Famille et copains – Talking about friends, family, pets and giving physical descriptions.

Module 3 – Chez moi – Talking about where you live, describing your home and what you do there.

Module 4 – On va en ville – Describing your local area and giving and explaining opinions.

Module 5 – Ma journée – Describing your daily routine, talking about school routine and subjects.

Module 6 – On s’amuse – Talking about free time activities (past and future tense), sports, music etc.

YEAR 8 FRENCH (OR YEAR 9 IF IT IS THE SECOND LANGUAGE)

Module 1 – Famille et domicile – Talking about family and describing jobs .

Module 2 – Temps libre -Talking about free time activities using the past tense.

Module 3 – Les sorties – Accepting and rejecting invitations to go out, clothes and shopping .

Module 4 – Manger et boire – Talking about French food and drink, going to the market.

Module 5 – Voyages et vacances – Talking about holidays and the French-speaking world.

Module 6 – Les copains – Talking about friends, technology and using all three tenses.

YEAR 9 FRENCH (IF FRENCH WAS THE FIRST LANGUAGE STUDIED IN YEAR 7)

Module 1	Jours Ordinaires, jours de fete	GCSE introduction	Theme 1
Module 2	Un oeil sur le monde	GCSE introduction	Theme 2
Module 3	Film module	Les Choristes	Theme 3

SPANISH CONTENT OVERVIEW

YEAR 7 SPANISH (OR YEAR 8 IF IT IS THE SECOND LANGUAGE)

Module 1 – Vamos! – Meeting people and introducing yourself.

Module 2 – En el instituto – Talking about school, school subjects and giving opinions.

Module 3 – Mi Familia – Talking about friends, family, pets and giving physical descriptions.

Module 4 – En casa – Talking about where you live, describing your home and what you do there.

Module 5 – El tiempo libre – Talking about free time activities (past and future tense).

Module 6 – En la ciudad – Describing your local area and giving and explaining opinions.

YEAR 8 SPANISH (OR YEAR 9 IF IT IS THE SECOND LANGUAGE)

Module 1 – La gente – Describing friends, talking about celebrities and daily routine .

Module 2 – Vamos a salir? – Accepting and rejecting invitations to go out, clothes and shopping.

Module 3 – Mis Vacaciones – Talking about holidays using the past tense.

Module 4 – La comida – Talking about Spanish food and drink, going to the market.

Module 5 – De moda – Describing clothes / school uniform and talking about fashion.

Module 6 – Barcelona – A study on Barcelona.

YEAR 9 SPANISH (IF SPANISH WAS THE FIRST LANGUAGE STUDIED IN YEAR 7)

Module 1	Piensa Globalmente	GCSE introduction	Theme 1
Module 2	La vida sana	GCSE introduction	Theme 2
Module 3	Film module	Diarios de Motocicleta	Theme 3