

Year Nine Overview: Curriculum Skills and Concepts

Curriculum Area	Term One		Term Two		Term Three	
	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)
Mathematics	Angles Transformations Similar triangles Statistics Straight lines Simultaneous equations Inequalities Time Coordinates Numeracy Shape/Shape/Plans and Elevations <i>Maths challenge</i> <i>Sequences and series</i> <i>More number pyramids</i> Trigonometry Volume Symmetry and shape Volume and dimension Review-Fractions, Decimals, Percentages and Volume	Justifying Reasoning Problem solving Group work Justifying Reasoning Problem solving Group work	Fractions Decimals Percentages Ratio, speed, density Probability Loci and Constructions Graphing Functions	Working systematically Working in groups Use of ICT/Learning Technology Enquiry Justifying Reasoning Problem solving Communication Visualising	Algebra Plans and Elevations Construction and Loci Circles Percentages Ratio <i>Hexominoes</i> <i>Mental Frogs</i> <i>Geoboard</i>	Working systematically Visualising Working in groups Problem solving Group Work Problem solving Generalising

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Science	<p>Energy and Matter</p> <p>The Periodic Table</p> <p>Use inquiry based learning to identify a 'Mystery' ink</p> <p>Group 1/Halogens experiment</p> <p>Greenhouse/acid rain</p>	<p>Working Independently</p> <p>Clear and concise language which is well structured. Correct use of scientific terms, including relevant terms from glossary.</p> <p>Use of complex data qualitatively and quantitatively Use of data to carry out complex calculations involving several steps.</p>	Nature of Living Organisms and Cells	<p>Critical thinking:</p> <p>Extracting information and using data</p> <p>Working independently and collaboratively</p> <p>Following instructions</p> <p>Carrying out experiments</p> <p>Development of biological scientific terminology</p>	<p>Waves</p> <p>Solid/Liquid /gases</p> <p>Separation techniques</p> <p>Metallic bonding</p> <p>Human Nutrition, Respiration and Gas exchange</p>	<p>Working collaboratively</p> <p>Data collection and analysis</p> <p>Following practical instructions.</p> <p>Planning and design</p> <p>Working collaboratively Planning and implementing an investigation</p> <p>Critical thinking + reflection Evaluating an investigation</p> <p>Development of scientific terminology</p>

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English	Shakespeare/Novel/Poetry Argumentative and Creative Writing	Discussion/contextual linkage/close analysis of texts/evaluation of texts/identification of stylistic features, editing and drafting skills , presentation skills Word choice/selection, writing opposing views, sourcing, PEA, research skills, empathetic skills, editing and drafting skills	Argumentative and Creative Writing	Word choice/selection, writing opposing views, sourcing, PEA, research skills, empathetic skills, editing and drafting skills	Core IGCSE Research Unit	Time management, comprehension skills, sourcing and bibliography skills, reading for reference, reading for specific information

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Languages	<p>French: Travels Clothes Health</p> <p>Spanish: Clothes Shopping</p> <p>Chinese: Body parts People and appearance Health</p>	<p>Oral: Use and apply knowledge of language (grammar rules) Develop confidence in speaking in a foreign language</p> <p>Reading and Writing: Use clues in texts to aid understanding Read lengthier texts Use verb tables</p> <p>Listening: Use of intonation, exclamations etc. in extracts to aid understanding</p>	<p>French: Travel Tourist information / weather in the past / giving opinions</p> <p>Spanish: Entertainment Making plans/films/buying tickets/fiestas</p> <p>Chinese: In the market and restaurant Names of fruits/vegetables Ordering food</p>	<p>Oral: Continue to develop spontaneity Begin to use idiomatic expressions</p> <p>Reading and Writing: Recounting Reading for pleasure and increased complexity Understanding through context Developing use of idiomatic language and rhetorical devices</p> <p>Listening: Continuing to develop understanding through intonation/context</p>	<p>French: Hobbies TV and films / books / opinions At work options at school / jobs / work experience / careers</p> <p>Spanish: Health/parts of the body/at the doctors/at the chemist/healthy living</p> <p>Chinese: Stationery Furniture Rooms at home Public facilities Directions</p>	<p>Oral: Developing the use of intonation to express opinions Continuing to develop spontaneity</p> <p>R&W: Continuing to develop the use of grammar And text structure</p> <p>Continuing to develop the use of idiomatic language and rhetorical devices</p> <p>Listening: Continuing to develop understanding through context</p>

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Creative Arts	<p>Music</p> <p>What makes Popular Music popular? A study of popular music genres identifying musical and stylistic characteristics.</p>	<p>Inquiry Expression Critical Thinking Working Independently</p>	<p>Music</p> <p>The Singer/Songwriter – What does it take to make a hit song?</p> <p>Retro-Remix A study of remix music and the associated technologies of remixing</p>	<p>Creativity Expression Critical Thinking Reflection</p>	<p>Music</p> <p>Let’s harmonise – What makes music great?</p>	<p>Expression Team Work</p>
	<p>Art</p> <p>‘The Power of Imagery’ - Influencing and informing attitudes, opinions and choices</p> <p>Graphic Design -‘Words and Images’</p> <p>‘Text as Image’, Perception, manipulate cognition, intention, Posters: Bauhaus, Moulin Rouge,</p>	<p>Inquiry Expression Working independently Creativity Critical thinking</p>	<p>Art</p> <p>DNA’ Art that challenges</p> <p>Cultural Strands/Woven Visions Layers of Meaning How do artworks challenge audiences? How does the chosen</p>	<p>Inquiry Expression Working independently Creativity Critical thinking</p>	<p>Art</p> <p>Final Project</p> <p>Students decide on the media to re-visit and ideas to rework to produce evidence of their best planning experimentation and outcome Students re-visit</p>	<p>Inquiry Expression Working independently Creativity Critical thinking</p>

	<p>Toulouse Lautrec, Advertising, Pop Art,</p> <p>Fine Art</p> <p>How do artists make artworks that communicate emotions? How do artists explore and represent personal beliefs? How do artists represent the world around them?</p>		<p>artist/artwork engage and challenge me? The relationship between art and science</p> <p>Drawing</p> <p>Radiolarian, Cell structure Images</p> <p>Sculpture and Fibre Art</p> <p>Wire sculpture. What is 'Fibre Art'? Links to the world of Art. Planning: materials, inspiration, process (colour & texture included) evidenced in art journal</p> <p>Printmaking</p> <p>Pen drawing responses to cell structures – radiolarian imagery.</p>		<p>their chosen use of materials and techniques to plan for an end of course final outcome that best demonstrates their learning and skills</p>	
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Individuals and Societies	History Causes, Key Features and Consequences of World War One Boom and Bust- 20's & 30's USA	Inquiry Independent work Critical thinking Extended writing-Exposition Self management	History Democracy and Dictatorship – Hitler, Mussolini and Stalin Geography Globalisation	Inquiry Independent work Collaborative work Critical thinking Extended writing-Exposition Self management	History Causes, Key Features and Consequences of World War Two The Fall and Occupation of Hone Kong The use of the Atomic Bomb	Inquiry Independent work Critical thinking Extended writing-Interpretation, justification and analysis. Reflection
	Geography Climatic Hazards	Inquiry Critical thinking Working independently	Geography Tourism	Critical thinking Working collaboratively Creative thinking	Geography Antarctica	Critical thinking Empathy
	Development	Critical thinking/inquiry	PRS		PRS	
	PRS What is ethics?	Critical thinking Empathy Inquiry Working in pairs and	What is peace?	Critical thinking Empathy Inquiry Working in pairs	What am I worth?	Inquiry Working in pairs and working in a team

		working in a team Independent Work including basic ICT research Skills Reflection		and working in a team Independent Work including basic ICT research Skills Reflection		Independent Work including basic ICT research Skills Reflection
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PE & Sport	Swimming	<ul style="list-style-type: none"> -Enhance water safety/confidence -Develop swim technique -develop dives, turns and race strategies -Improve fitness (swim specific) -develop personal fitness -develop understanding of importance of health/fitness 	Athletics Hockey basketball	<ul style="list-style-type: none"> -Enhance water safety/confidence -Develop swim technique -develop dives, turns and race strategies -Improve fitness (swim specific) 	Tag rugby	<ul style="list-style-type: none"> -Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set plays
	Fitness Ball skills	<ul style="list-style-type: none"> -Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set play 	Swimming Gymnastics/dance badminton		<ul style="list-style-type: none"> -Enhance body awareness -movement skills -strength, co-ordination, balance -Aesthetic appreciation -Enhance hand eye 	Swimming/water polo
					Striking and fielding	<ul style="list-style-type: none"> -Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence

				<ul style="list-style-type: none">co-ordination-ball/racketawareness-introduce games and rules-attack and defence strategies-Set plays		<ul style="list-style-type: none">strategies-Set plays
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Learning and teaching in Design and Technology is structured into three distinct areas: textiles technology, resistant materials and food technology. Students take all three subjects throughout the year on a thirteen week rotation.

	Focus for Learning (Concepts)	Learning Outcomes (skills)
Design and Technology	<p>Textiles Technology Research- Data Collection Produce a mood board of imagery which is relevant to the design task. Annotate shapes, materials and decorative imagery you find appealing and explain why, along with how you may achieve a similar effect.</p>	<p>Inquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Textiles Technology Development- Creativity Produce a minimum of 4 design ideas suitable for the design task. Think carefully about the function, shape and decorative qualities. Your ideas must be annotated in detail with material, process and component.</p>	<p>Inquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Textiles Technology Development- Use of techniques Produce a minimum of 3 development sheets which reflect a range of decorative experiments from class. Annotate each technique clearly, with what process, material and equipment you used. Explain difficulties you had and how you overcome them.</p>	<p>Inquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Textiles Technology</p>	<p>Inquiry</p>

	<p>Development- Final Solution Produce a Final Design of your intended product. Annotate clearly and think carefully about your presentation method. If the reverse or inside is different this must be clearly shown on your design.</p>	<p>Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Textiles Technology Making Skills- Use of Equipment and materials Your final product must be constructed to a high standard and reflect the design task. Produce a range of photographs of your final product and evaluate your making clearly.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Resistant Materials Research- Data Collection and Analysis Carry out a detailed Product Analysis of three existing pen designs that you have used on more than one occasion. On an A4 Design Sheet include a photograph, sizes and testing of each pen. Analyse the function and performance, Evaluate the strength and weaknesses of the ergonomics and use of the pen.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Resistant Materials Development- Creativity Produce an A4 Landscape Design Sheet to show a wide range of ideas for your Pen. Ensure you have annotated your ideas by evaluating (good and bad points about your ideas) and analysed (explaining and justifying how your ideas work and what is unique about the design). Fully render your ideas to a high professional standard.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management</p>

	<p>Resistant Materials Development- Use of techniques Develop 5 Pen designs using 1:1 Scale Paper-prototyping technique. On an A4 Design Sheet present your models and evaluate your testing of each design. Explain and justify which design you have selected as your Final Idea.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Resistant Materials Development- Final Solution Take a range of photographs of your finished ErgoPen in use. Present your photographs and detailed annotation of the key features of your Pen design on an A4 Design Sheet.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Resistant Materials Making Skills- Use of equipment, techniques and processes Produce a log of making. You can use the photographs supplied to you or photographs you have taken yourself to show and explain each stage of the making process. You must include the correct terminology for tools, machines and processes. It must fit on one sheet of A4 and ICT program such as PowerPoint is useful to use.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Food Technology Planning- Specification Using the help sheet provided, record and suggest in detail, appropriate specification criteria for your cookie product.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>

	<p>Food Technology Development- Use of techniques Produce a detailed, labelled development sheet for your chosen cookies showing a range of graphical techniques appropriately and creatively. Number the order in which you would do the icing & decorating of the cookies.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Food Technology Making Skills- Planning for making Produce a detailed time plan for your lasagne that refers to accuracy and demonstrate independence as you use the plan during the final practical lesson. YOU MUST USE YOUR PLAN in the practical to get a grade.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Food Technology Making Skills- Use of techniques Your practical tasks for iced cookies and lasagne will be graded to assess your level of mastery of different techniques, using a score of 0, 1 or 2.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>
	<p>Food Technology Evaluation- Testing Produce a detailed evaluation of your lasagne before and after freezing showing evidence of how you tested it in the form of text comments, a star diagram and a rating test chart.</p>	<p>Enquiry Creative thinking Critical thinking Reflection Working collaboratively Self management Working independently</p>