

## Curriculum Overview

### Year 9

<b>SUBJECT</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>ENGLISH</b>	<p style="text-align: center;"><b>WAR AND CONFLICT READING AND WRITING CREATIVE AND POETIC TEXTS</b></p> <p><b>Deconstructed materials</b>  <b>A)</b> Read and understand a selection of poetic and creative texts, including anthology poetry, fictional prose extracts, and dramatic texts. Be able to make straightforward comparisons between texts to make simple comments about the language and structure of creative texts. Use analysis methods such as VISIT a Poem (Vocabulary, Imagery, Structure, Ideas, Tone) and respond to creative texts using POINT-EVIDENCE-EXPLAIN with increasing confidence. Practise reading routines suitable for creative genres, including interactive reading techniques and TRACK-QUOTE-COVER when approaching texts.</p> <p><b>B)</b> Demonstrate greater resilience by forming extended responses to writing. Write a fictional account related to the given theme of War and Conflict by drawing from the work of others. Employ Tier 2 vocabulary to convey precise meaning, such as, 'artillery 'in place of 'guns'. Use accurate punctuation and sentence variety to promote meanings and adapt paragraph lengths to contribute to the overall effectiveness of texts. Use a variety of sentence constructions and variety of punctuation to convey meanings. Show consistent control of verb tense and ability in selecting precise vocabulary to create effects.</p>		<p style="text-align: center;"><b>LANDSCAPES READING AND WRITING CREATIVE NON- FICTION</b></p> <p><b>Deconstructed materials</b>  <b>A)</b> Read and understand a selection of texts from creative non-fiction genres, including reportage. Be able to make comparisons between themes and language, begin to comment on structure of texts, and make evaluative remarks relating to the contexts of texts. Write about reading using POINT EVIDENCE EXPLAIN with increasing confidence. Practise reading routines, including interactive reading techniques and TRACK-QUOTE-COVER when approaching texts.</p> <p><b>B)</b> Demonstrate greater resilience by forming extended responses to writing. Write an extended first-person account influenced by a real experience of a visit to another place, practising principles of creative non-fiction writing, as well as, employing pathos in expressing thoughts and feelings. Convey both implicit and explicit meanings in a first-person, or autobiographical or travel writing style. Use a first-person perspective to employ Tier 2 vocabulary to convey precise meaning. Use accurate punctuation and sentence variety to promote meanings and adapt paragraph lengths to contribute to the overall effectiveness of texts. Use a variety of sentence constructions and variety of punctuation to convey meanings. Show</p>		<p style="text-align: center;"><b>POWER AND INFLUENCE READING AND WRITING PERSUASIVE TEXTS</b></p> <p><b>Deconstructed materials</b>  <b>A)</b> Read and understand transactional texts to explore how writers influence audiences through rhetorical features of texts as well as how persuasive texts are structured. Consider also how poetic and fictional texts might be used to influence readers and be able to make evaluative remarks relating to the contexts of texts and the agenda of writers. Write about reading using POINT EVIDENCE EXPLAIN with confidence. Secure reading routines, including interactive reading techniques and TRACK-QUOTE-COVER when approaching texts. Revision and recall practices for reading are developed further by continued use of revision tools, such as, knowledge organisers, as well as, tips and tricks to aid memory. Demonstrate resilience by forming extended responses to writing under timed conditions.</p> <p><b>B)</b> Explore writing in a formal tone suitable for a professional audience. Look at how passive and active voice, sentence structures and paragraphing add to the level of formality of texts. Increase use of Tier 2 vocabulary to add precision sophistication to writing. Use accurate punctuation and explore how punctuation is used to add to the formality / informality of texts. Show consistent control of verb tense. Revision and recall practices for writing are developed further by continued use of revision tools, such as, the completion of a</p>	

			consistent control of verb tense and ability in selecting precise vocabulary to create effects.  <b>C)</b> Prepare a group discussion about a given topic. Participate in that discussion using standard English and adapt language style to respond to the context of the conversation.		knowledge organiser for persuasive writing. Develop planning routines for transactional writing by ‘exploding’ writing questions to decipher the appropriate level of formality and language style, and identifying purpose, audience, language and layout (PALL)  <b>C)</b> Use knowledge of persuasive texts to prepare and deliver a persuasive speech. Focus on use of Standard English and develop notion of ‘code switching’ to suit a variety of conversational contexts	
<b>CEIAG SPOTLIGHT</b>	<b>Careers using spoken word</b>		<b>Writers and poets</b>		<b>Presentations for audiences</b>	
<b>MATHS</b>	Reasoning with algebra <ul style="list-style-type: none"> <li>• Straight line graphs</li> <li>• Forming and solving equations</li> <li>• Testing conjectures</li> </ul>	Constructing 2 and 3 dimensions <ul style="list-style-type: none"> <li>• Three dimensional shapes</li> <li>• Constructions and congruency</li> </ul>	Reasoning with number <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Using percentages</li> <li>• Maths and money</li> </ul>	Reasoning with geometry <ul style="list-style-type: none"> <li>• Deduction</li> <li>• Rotation and translation</li> <li>• Pythagoras’ Theorem</li> </ul>	Reasoning with proportion <ul style="list-style-type: none"> <li>• Enlargement and similarity</li> <li>• Solving ratio and proportion problems</li> <li>• Rates</li> </ul>	Representations <ul style="list-style-type: none"> <li>• Solving problems using graphs, tables and algebra</li> </ul>
<b>CEIAG SPOTLIGHT</b>	<b>Possible career opportunities-</b> Data analysis Statistician Economist Architects Engineers	<b>Possible career opportunities-</b> Graphic designer Artist Construction worker Animator	<b>Possible career opportunities-</b> Retail work Banker Accountant Economist	<b>Possible career opportunities-</b> Construction worker Artist Interior designer Engineer Surveyors	<b>Possible career opportunities-</b> Scale modelling Geographer Chef Surgeons Banking	<b>Possible career opportunities-</b> Data analysis Statistician Architects Engineers

<b>SCIENCE</b>	Food and respiration Fit and healthy	Using chemistry Plants for food	Inheritance Plants and photosynthesis	Speeding up Energy and electricity	Patterns of reactivity Gravity and space	Reactions of metals and metal compounds Environmental chemistry
<b>CEIAG SPOTLIGHT</b>	Possible career opportunities: Sports science	Possible career opportunities: gardener	Possible career opportunities: Research scientist	Possible career opportunities: Mechanic, engineer	Possible career opportunities: Chemical analyst	Possible career opportunities: Geologist, chemical analyst
<b>ICT</b>	Online Safety Sexting Posting online content for likes	ICT in society – understanding how computers work in society – hardware and software in shops, predictions for the future	Cryptography / Binary Looking at Alan Turing and his work in cryptography. How computers work / function	Scratch and Python and understanding computing language	Spreadsheets and money / financing models	End of Year project – to prepare for the move to KS4. Recap of learning.
<b>CEIAG SPOTLIGHT</b>	Routes into cyber security and child protection.	Understanding how any job will relate to using IT related products. Retail, office admin for example.	Routes in to understanding how computers work and computing history. Links to historian, teacher.	Possible future career in computer programming and game design	Office administration using office software	Incorporates all learning. Linking to administration, graphic designer, advertising and marketing jobs.
<b>ART</b>	<b>Landscapes</b>  (Fine Art)	<b>Buildings, Gaudi</b>  (Painting)	<b>CD design project</b>  (Graphics)	<b>Portrait-</b>  (Mixed media)	<b>Multicultural-Mask making</b>  (Craft)	<b>Transition to Bispham site</b>
<b>CEIAG SPOTLIGHT</b>	<b>The work of artists and craftspeople</b>	<b>The work of artists and craftspeople</b>	<b>The work of artists and craftspeople</b>	<b>The work of artists and craftspeople</b>	<b>The work of artists and craftspeople</b>	
<b>PE</b>	<b>Rugby</b> – Tackling at full pace, Rucking	<b>Football</b> – Pupils endure pressure when	<b>Table Tennis</b> – Forehand shots during game play,	<b>Swimming</b> - Speed swim marked out and times	<b>Cricket</b> – Pupils look at cover drives and up and	<b>Athletics</b> – Track events – focus on starts and

	<p>ensuring clearing out, attacking sets focusing on short side running, line outs discussion around lifting and how this can be achieved. Personal development through personal challenge and teamwork, as well as respect between pupils and adults.</p>	<p>controlling with weaker foot. Pupils will also look at dribbling at a faster pace with pressure. Tackling will be looking at weaker foot tackling as more game specific. Passing looks at switches in play and supporting the ball carrier looks at the positions taken by players when switches in play are taking effect. Refereeing begins to be introduced as this too is a necessity for Cambridge Nationals Award at KS4.</p>	<p>increasing pressure and ensuring better technique to get the ball back on the other side of the table. Backhand shots during game play, increasing pressure and ensuring better technique to get the ball back on the other side of the table. Smash whilst in game play, increasing pressure and ensuring better technique to get the ball back on the other side of the table. Refereeing games as this will be part of the Cambridge Nationals assessment in KS4. Personal development – teamwork whilst also improving personal skills. Self-improvement in a lesser played sport</p>	<p>compared to norm data, Endurance swim marked out and times compared to norm data. Treading water time given and pupils practice treading water to ensure good technique. Surface dives ensuring good technique and correct depth of diving. Underwater swim distance marked out and pupil's practice to ensure no panicking whilst underwater. HELP position – ensure good placement of float. Introduction to Huddle position. Personal development – Life skill, essential in danger situation. Also, allows pupils to engage with the public outside of the school environment. Therefore, allowing pupils forms of independence moving forwards.</p>	<p>overs. Introduction to bouncers and Yorkers for faster bowlers and variations of spin. Deep fielding and distance catches. Also, exploring different throw ins. Personal development – Teamwork is still evident from the previous sports undertaken. Individual elements for each section looks at improvement over time. Inclusion, looking at getting everyone involved in the activity.</p>	<p>finishes. Medium distance track events – ensuring sprint finishes or running sprints out of opponents. Shot Putt – two steps with greater weight. Discus – spin throw with greater weight. Javelin – full run up with full weight. High jump – introduction to arcing run up. Triple jump – focus on landing, ensuring forward momentum to gain greatest distance. Personal development - personal challenge in various sporting events. Respect for competing athletes for what is considered dangerous equipment.</p>
<p><b>CEIAG SPOTLIGHT</b></p>	<p>Possible career opportunities – Rugby professional, Rugby coach, Rugby analyst, Physio, PE teacher.</p>	<p>Possible career opportunities – Football professional, Football coach, Football analyst,</p>	<p>Possible career opportunities – Table Tennis professional, Table Tennis coach,</p>	<p>Possible career opportunities – Swimming professional,</p>	<p>Possible career opportunities – Cricket professional, Cricket coach, Cricket analyst, Physio, PE</p>	<p>Possible career opportunities – Athlete, Athletics coach for various events, analyst,</p>

		defensive coach, midfield coach, attacking coach, Physio, PE teacher.	Table Tennis analyst, Physio, PE teacher.	Swimming instructor, lifeguard, PE teacher.	teacher, bowling coach, batting coach, fielding coach.	commentator, Physio, PE teacher.
<b>PSD</b>	Peer pressure, assertiveness and risk, gang crime  Dieting, lifestyle balance and unhealthy coping strategies	Understanding careers and future aspirations  Identifying learning strengths and setting goals as part of the GCSE options process	Managing conflict at home and the dangers of running away from home  Tackling homophobia, transphobia and sexism	Managing peer pressure in relation to illicit substances  Assessing the risks of drug and alcohol use and addiction	Relationships and sex education including healthy relationships, CSE and consent  The risks of STI's, sexting and pornography	Planning and carrying out an enterprise project  Reflecting on learning skills development in key stage 3
<b>CEIAG SPOTLIGHT</b>	Youth work, counselling	Understanding careers and future aspirations	Youth work, counselling	Youth work, counselling	Youth work, counselling	Planning and carrying out an enterprise project
<b>RE (ASDAN) (carousel)</b>	ASDAN Beliefs and Values- Values, beliefs and decision making B	ASDAN Beliefs and Values- Crime and punishment B	ASDAN Beliefs and Values- Peace and Conflict B	ASDAN Beliefs and Values- Creed B	ASDAN Beliefs and Values- Inspiration B	ASDAN Beliefs and Values- Environment B
<b>MFL (Spanish)</b>	<b>Basic vocabulary</b> Greetings Counting up to 15 Counting up to 100 Talking about the weather Colours Snacks Telling the time		<b>Introductions</b> Introducing yourself Getting used to Spanish pronunciation Using the verb tener to give your age Saying when your birthday is Asking someone when their birthday is		<b>School Life</b> Talking about the classroom Understanding el/la, the definite article (pencil cases/school bag) Talking about your school subjects Saying what you do in lessons Talking about your teachers	

<b>CEIAG SPOTLIGHT</b>	Travel & tourism industry Retail Catering industry Care industry Translators		Travel & tourism industry Retail Catering industry Care industry Translators		Travel & tourism industry Retail Catering industry Care industry Translators	
<b>Media</b>	Pop bands/The Music Industry	Television	Radio and Podcasting	Newspapers / Magazines	Create your own Media.	Create an advert for the school.
<b>CEIAG SPOTLIGHT</b>	The music industry	Careers in television	Careers in radio and using podcasts	Journalism	Media careers	Advertising
<b>Humanities</b>	<u><b>ASDAN Geography Short Course</b></u> <ul style="list-style-type: none"> <li>• My place</li> <li>• Food, energy, waste</li> <li>• Physical processes</li> </ul>	<u><b>ASDAN History Short Course</b></u> <ul style="list-style-type: none"> <li>• Local history</li> <li>• British history – our island stories</li> </ul>	<u><b>ASDAN Geography Short Course</b></u> <ul style="list-style-type: none"> <li>• Sport and leisure</li> <li>• Holidays</li> <li>• Global interdependence</li> </ul>	<u><b>ASDAN History Short Course</b></u> <ul style="list-style-type: none"> <li>• Britain, the empire and the world</li> <li>• History from below</li> </ul>	<u><b>ASDAN Geography Short Course</b></u> <ul style="list-style-type: none"> <li>• The BRICS</li> <li>• Big issues</li> <li>• Why do people move?</li> </ul>	<u><b>History Short Course</b></u> <ul style="list-style-type: none"> <li>• European history</li> <li>• History in the world</li> </ul>

<b>CEIAG SPOTLIGHT</b>	Careers in the local community	Careers in the local community	Travel and tourism	Traditional jobs through history	Estate agents	Working abroad
<b>Outdoor Ed</b>	Pupils will take part in a range of Outdoor Education activities- 1 full-day per half term		Pupils will take part in a range of Outdoor Education activities- 1 full-day per half term		Pupils will take part in a range of Outdoor Education activities- 1 full-day per half term	