Curriculum Map - Key Stage 3

Year 9

LEARNING | CHARITY | COMMUNITY

Curriculum Map - Key Stage 3

Art

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">• Understand the proportions of the human body.
• Explore the expressive potential of different poses.
• Use a range of different sorts of art media.
• Make links to relevant modern and contemporary art/architecture.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1</td><td>Study the basic, standing proportions of the human body and understand how to place a figure in an urban environment.</td></tr>
<tr><td>Term 2</td><td>Develop the expressive possibilities of the human figure by exploring different poses in a variety of contexts, influenced by modern and contemporary art.</td></tr>
<tr><td>Term 3</td><td>Make connections between the human figure and urban architecture, particularly in London, progressing towards a three-dimensional artefact.</td></tr>
<tr><td>Summary</td><td>Students will:
• Understand the classical proportions of the human figure and how they change according to viewpoint and pose.
• Gain knowledge of how the human figure has inspired art and architecture in modern times.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• On-going formative assessment as work progresses in lessons.
• End of term written summative assessment and working at grade for the conclusion of termly projects.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">2 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2"></td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2"></td></tr>
</table>

Curriculum Map - Key Stage 3

Computer Science

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Develop Computational Thinking Skills
• Equip students with the ability to think logically and solve problems by breaking them down into smaller, manageable components through the application of algorithms and abstraction.

• Undertake creative projects that involve selecting, using and combining multiple applications for a range of devices to achieve challenging goals including collecting and analyzing data and meeting the needs of known users.

• Learn creating, re-using and re-purposing digital artefacts for given audience with attention to trustworthiness, design and usability. Teach students to design, write, test, and debug programs fostering creativity and precision in creating effective and efficient solutions.

Explore the Ethical and Social Impact of Technology
• Encourage critical reflection on the ethical, environmental, and societal implications of technology, including topics such as cybersecurity, data privacy, and the responsible use of digital systems.

Enhance Digital Literacy and Cybersecurity Awareness
• Develop students' confidence in using a range of software tools, improve their understanding of online safety, and foster an awareness of cybersecurity risks and strategies for staying safe in a digital world.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• ICT and Future
• Networks (Advanced - Hardware, Performance Factors, Protocols, Threats and Prevention)</td></tr>
<tr><td>Term 2</td><td>• Project Management</td></tr>
<tr><td>Term 3</td><td>• Operating Systems, Utility Software
Ethical and Legal Implications on Technology for identity, privacy and sustainability</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Baseline Test
• Class Tests: MCQs, Short Answers Questions, Practical Tasks, Problem Solving Activities, Concept mapping, End of unit test
• Mid-Year Test - A summative test for topics covered up until the whole school assessment period. (Report sent to parents)
End of Year Test - A summative test for topics covered up until the whole school assessment period. (Report sent to parents)</td></tr>
</table>

	Books	Websites
Useful Resources	**Books** **OCR GCSE Computer Science** - ISBN: 9781108812542 / 9781510484337 **Revision Guides** Knowledge Organisers PPT Presentations	www.ocr.org.uk www.teach-ict.com (suscription) https://www.bbc.co.uk/bitesize/subjects/z34k7ty https://craigndave.org/ Python - https://www.w3schools.com/
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	• Students' knowledge of the principles of ICT in daily life, its applications, networks, and project management techniques, while evaluating their ability to apply these concepts in various scenarios. • Test students' ability to apply computational thinking to problem-solving and analyzing the ethical, social, and environmental impacts of digital technology on society.	
End of year exam will assess:	• Students' understanding of the use of technology in modern life, networks, project management techniques, ethics, and general safety, with an emphasis on their ability to apply these concepts to real-world situations. • Evaluate students' practical application of software engineering features, computational thinking, problem analysis, and their comprehension of the ethical, legal, and environmental impacts of digital technology.	

Curriculum Map - Key Stage 3

Design and Technology/ Food and Nutrition

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2"><u>Design and Technology (Term 1 and 2):</u>

Students become more independent and problem solving focused learners show casing all their skills from key stage 3

Aims
• To continue to work through the design process in the classroom and further understand how this relates to industry and future careers
• Students start to decide on GCSE options
• To be an expert in practical skills in working with various materials and processes including wood, plastics and CAD.
• To firmly understand and demonstrate the safe use of tools, equipment and machinery in the workshop.
• Students will demonstrate independence in the workshop with their making projects.

<u>Food and Nutrition (Term 3)</u>

During the summer term students will be learning about cereals and commodities. Students will understand the supply chain further and how key ingredients we use get from farm to fork.

Aims:
• To research and learn about cereals and commodities
• To understand how key ingredients go through the supply chain to get to our kitchens
• To demonstrate and build on essential food preparation skills.
• To develop good hygiene routines (washing hands, cleaning equipment, avoiding cross contamination)
• To be confident in using kitchen equipment, cookers and ovens safely.</td></tr>
<tr><td>Main topics/areas studied this year</td><td>Term 1</td><td>Practical Project Bird B&B

• Being an expert on the design process (target customer, product analysis, product iteration, production- understanding industry terms)
• Students will be designing and making a bird B&B with a focus on sustainability in an ever-changing urban world
• Students will decide on their own making plan and construction
• Students will dive deeper into understanding the 6Rs, sustainability, FSC forests and the environment around us (including the animals that live here)
• Students will learn how to use CAD for initial prototyping</td></tr>
</table>

<table>
<tr><td rowspan="2"></td><td>Term 2</td><td>Practical Project - Desk Organiser

• Continue to be an expert on the design process and how this relates to industry roles
• Students will be completing a mini NEA challenge based on organisation and will be making a desk organizer
• They will research their problem in the same way they will be approaching their NEA at GCSE level
• They will be working on their projects independently and will include all elements of the design process
• There will be a focus on research and constant evaluation to move their thinking forward and justify why they have directed themselves this way</td></tr>
<tr><td></td><td>Practical Project - Food Dishes

• Food technology with a focus on hygiene and safety
• To research about cereals and commodities
• Understand howe farming works within the food industry
• Build on food preparation skills
• Practical outcomes include Meringues, Omelets, Bread rolls, Cous Cous Salad
• Team work in the kitchen in preparing and clearing away</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Design and Technology
Regular Practical Skills Check- Teacher observes safe working in the workshop including how to use and handle tools, equipment and machinery safely.
Students will be assessed for both their book-based work as well as practical outcomes to get a holistic overview of how each student has performed each term.

Food and Nutrition
Regular Practical Skills Check- Teacher observes hygiene, safe working with equipment, measuring, oven/hob usage.
Students will be given a baseline test when they begin the term to assess their basic knowledge of food and nutrition.</td></tr>
<tr><td>Useful Resources</td><td>Books

Design and Technology Revision Guides - Daydream Education

Food Preparation and Nutrition Revision Guides - Daydream Education</td><td>Websites

GCSE Design and Technology - BBC Bitesize

BBC Bitesize KS3 Food: https://www.bbc.co.uk/bitesize/subjects/zqfw2hv

Food - a fact of life: https://www.foodafactoflife.org.uk/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">1 lesson per fortnight</td></tr>
</table>

Mid-year exam will assess:	Design and Technology pathway focus: A written exam with a focus on theory questions as well as design based questions. Students will be given a mark based on a combination of their mid year assessment and their practical first project.
End of year exam will assess:	Design and Technology pathway focus: A written exam with a focus on theory questions as well as design based questions. Students will be given a mark based on a combination of their end of year assessment and their practical project mid year project.

Curriculum Map - Key Stage 3
English

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">At King Solomon High School, our English curriculum is designed to ensure that all students become fluent, confident speakers, readers, and writers. Through the study of literature and language, we nurture curiosity, promote a love of reading, and encourage articulate self-expression.

From the very first module in Key Stage 3, students are exposed to a diverse range of literary texts - both fiction and non-fiction - including key figures from the literary canon as well as lesser-known voices influenced by it. This broad exposure enables students to understand, appreciate, and critically engage with literature from a variety of perspectives and cultures.

We place deliberate focus on high-quality writing practice and explicit vocabulary instruction to close word and attainment gaps. Our students are supported to write with accuracy, cohesion, and sophistication, across a range of forms and for different purposes.

Our curriculum goes beyond the page: it empowers students to become articulate communicators and confident orators. Regular opportunities to develop spoken language skills are embedded across the curriculum, allowing students to present, debate, and express their ideas clearly and thoughtfully.

Our aim is to develop compassionate, reflective, and ambitious learners - global citizens who are equipped with the literacy skills and cultural knowledge to succeed. Through the power of English, we help students find their voice and envision a future without limits</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Dystopian Writing
Year 9 draw upon their understanding of dystopian conventions, developing this through the study of extracts from various dystopian texts. They use this knowledge to write a series of flash fiction pieces, aiming to improve both written accuracy and creative writing skills.

Play Study: Othello by William Shakespeare
Othello tells the story of a respected general whose life unravels when his ensign, Iago, manipulates him into believing his wife Desdemona has been unfaithful. Through studying the play, students develop analytical skills through exploring themes of jealousy, deception, and mistrust, as well as examining Shakespeare’s use of language and dramatic techniques.</td></tr>
<tr><td>Term 2</td><td>Play Study: Othello by William Shakespeare
This unit continues into the second term. Students will continue to analyse key themes, quotes and context and prepare to write an analytical response to the play focusing on the idea of a tragedy and tragic hero.

19th Century Perspectives
This unit explores a variety of 19th-century voices and perspectives, helping students understand texts through their historical and cultural context. Students develop as English Literature learners by analysing key words and</td></tr>
</table>

		ideas, strengthening close reading, comprehension, and analytical skills.
	Term 3	**Voices of Dreams and Resilience** This unit explores a range of poems focused on themes of dreams and resilience, helping students understand meaning through context and language. Students analyse figurative language, imagery, and form, compare poems to explore thematic connections, and consider how poets' perspectives and experiences shape their work. The unit finishes with a reading comparison assessment to demonstrate analytical and interpretive skills. **Non-Fiction Texts and Protest Writing** Students explore real-life texts that inform, explain, or persuade, focusing on protest writing that challenges injustice. They will analyse techniques such as emotive language, repetition, and rhetorical questions, and respond to texts to develop their own persuasive writing skills.
	Summary	In Year 9, students explore a wide range of texts, including dystopian fiction, Othello, 19th-century narratives, poetry on dreams and resilience, and non-fiction protest writing. They analyse how writers use language, structure, and context to convey meaning and explore themes, while practising close reading, interpretation, and analytical skills. Students also develop their creative and persuasive writing through flash fiction, poetry responses, and non-fiction tasks, building the foundations for GCSE English Language and Literature.
Assessment Headlines	**Reading Skills:** • Read critically, considering how a text is constructed to present meaning and create certain impressions. • Study characterisation and plot and the effects of these. • Make inferences and refer to evidence in the text. • Recognise a range of methods that have been used stories and poems and explain how they have been used by the writer. **Writing Skills:** • Plan a piece of writing, considering how their writing reflects the audience and purposes for which it is intended. • To focus on crafting a piece of writing carefully, considering the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. • To draw on their knowledge of methods from their reading to enhance the impact of their writing. • Consolidate and build on their knowledge of grammar and vocabulary, revisiting the SPaG rules and focusing on their application.	
Useful Resources	**Books**	**Websites**
	Recommended reading to support the curriculum theme of Powerful Literary Voices: ***1984* by George Orwell** ***The Hunger Games* by Suzanne Collins**	Recommended websites to support the curriculum theme of Powerful Literary Voices: **Dystopia Generator & Writing Prompts** https://www.plot-generator.org.uk/dystopian/ Generate ideas and prompts for dystopian

	***Fahrenheit 451* by Ray Bradbury** ***Brave New World* by Aldous Huxley** **Poetry by Imtiaz Dharker (*Postcards from God*, *The Terrorist at My Table*)** **Poetry by Caleb Femi (*Poor*, *Elephant*)** **Poetry by Maya Angelou (*Phenomenal Woman*, *Still I Rise*)** Short stories or essays by 19th-century writers exploring social issues, e.g., **Charles Dickens** or **Elizabeth Gaskell** ***Jane Eyre* by Charlotte Brontë** or ***Great Expectations* by Charles Dickens** for contextual comparison Collections of famous speeches, e.g., **Martin Luther King Jr.**, **Malala Yousafzai**, **Winston Churchill**, or **Emma Watson**	flash fiction. **No Fear Shakespeare - Othello** https://www.sparknotes.com/nofear/shakespeare/othello/ Original text alongside modern translation **Royal Shakespeare Company Education - Othello** https://www.rsc.org.uk/education/othello Study guides and lesson resources **BBC Bitesize - Shakespeare** https://www.bbc.co.uk/bitesize/topics/z3rk7ty Key analysis of themes, characters, and context. **Poetry Foundation - Imtiaz Dharker, Maya Angelou:** https://www.poetryfoundation.org/ Poems, analysis, and biographies. **Caleb Femi - Poetry & Performances** https://www.poetryarchive.org/poet/caleb-femi Recorded readings and text resources. **British Library - Exploring Literature and Identity** https://www.bl.uk/learning/topics/literature-and-identity Context and analysis **Project Gutenberg** https://www.gutenberg.org/ebooks Free full text of the novels **BBC Bitesize - Spoken Language** https://www.bbc.co.uk/bitesize/guides/zvwxsbk/revision/1 Tips and examples for speeches and presentations. **Toastmasters International - Tips for Young Speakers** https://www.toastmasters.org/find-a-club/youth-leadership-programs Guidance and inspiration for speeches

Number of lessons in this subject:	8 lessons per fortnight
Mid-year exam will assess:	Reading skills Writing skills
End of year exam will assess:	Reading skills Writing skills

Curriculum Map - Key Stage 3

Geography

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">A Year 9 geographer will be secure in their knowledge and understanding of how both human and physical processes have shaped our world. This is explored through studying tectonic hazards and how they shape the world around us, as well as enhancing the vulnerability of communities. Students will now have an understanding of how geo-political forces can further change the economic, social and environmental dynamics of the world, this is explored through studying global conflicts and how often the geography of those countries has paved the way for these conflicts. Students will now have developed the necessary critical thinking and assessment skills to be able to make informed judgements. As such, they will be in a position to progress to GCSE should they wish.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Enquiry question 1: Why are some countries more developed than others?
What is development?
How do we measure it?
Why is there a global Development gap?
How has Globalisation affected development?
Why does Inequality exist?
Aid or trade- what is the better solution?
What type of development schemes have the most successful outcomes?
Enquiry question 2: Why are some earthquakes and volcanoes more deadly than others?
What are the causes of tectonic hazards?
Where do the majority of tectonic hazards occur and why?
What are the impacts of tectonic hazards?
How did the earthquake in Haiti and Japan differ?
How does the type of volcano impact the outcome?
How do responses to earthquakes vary around the world?
Is our world becoming more hazardous?
Place of study: Japan and Haiti</td></tr>
<tr><td>Term 2</td><td>Enquiry question 3: ‘Brazil is an emerging country’- is this an accurate description?
What is the physical geography of Brazil?
How has urbanisation affected Brazil?
Why is Rio a city of ‘two halves’?
Why is the Amazon rainforest one of the most threatened ecosystems?
What is Brazil’s role in the BRIC’s?
What is holding Brazil back from being classified as a ‘developed’ country?
What do the next 50 years look like for Brazil?
Place of study: Brazil</td></tr>
</table>

<table>
<tr><td></td><td>Term 3</td><td>Enquiry question 4: What is the link between Geography and conflict?
• What are key differences between conflict and war?
• What are the causes of conflict?
• What are the main types of conflicts that occur globally?
• What is the impact of geography on conflict?
• What is the impact of conflict on geography?
• What is the impact of conflict on development?
• What is the link between conflict and me?

Place of study: Somalia, DRC, Afghanistan, Middle East

Enquiry question 5: Which country is most deserving of superpower status?
• What is a superpower?
• Why would a country want to be a superpower?
• How did China rise to global influence?
• What future issues are arising through development in China? The Hukou System
• What future issues are arising through development in China? The Uyghur Genocide
• What are China’s links with Africa?
• How did India rise to global influence?
• Why is Bangalore an influential city?
• What does gender disadvantage look like in India?

Place of study: China and India</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Literacy skills
• Extended writing (PEEL)
• Recall of key geographical skills
• Recall of key geographical vocabulary
Formative ‘check your understanding’ quizzes every 4 lessons</td></tr>
<tr><td>Useful Resources</td><td>Books
Top Reads:
Life: The First Four Billion Years - Martin Jenkins

The Garbage King - Elizabeth Laird

Hidden - Miriam Halahmy

Prisoners of Geography: Our World Explained in 12 Simple Maps - Tim Marshall

Easy Reads:
Horrible Geography - Anita Ganeri

Everest: The remarkable story of Edmund Hillary and Tenzing Norgay - Alexandra Stewart</td><td>Websites
https://www.bbc.co.uk/bitesize/subjects/zrw76sg

https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</td></tr>
</table>

	Enrichment Reads: **The Travel Book: A journey through every country in the world** **No One is Too Small to Make a Difference** - Greta Thunberg **Challenging Reads:** **Can we protect people from natural Disasters? (Earth Debates)** - Catherine Chambers **There is No Planet B: A Handbook for the Make or Break Years** - Mike Berners-Lee	
Number of lessons in this subject:	3 lessons a fortnight	
Mid-year exam will assess:	**Enquiry question 1 and 2 in the form of:** • Short questions 1-4 marks • Longer extended writing task Skills based questions	
End of year exam will assess:	**Enquiry questions 1-4 in the form of:** • Short questions 1-4 marks • Longer extended writing task Skills based questions	

Curriculum Map - Key Stage 3

History

Year 9		
Curriculum Aims	A Year 9 historian will cement the foundations of how the UK was built, with a focus on Britain as the first industrial nation. In addition, they will build on their knowledge of empire and develop their understanding through slavery and its impact on the wider world, as well as building upon the foundations of Britain's role in world conflicts and its impact. Students will cement their understanding of historical concepts through historical enquiry and use them to make confident, developed judgements.	
Main topics/areas studied this year	**Term 1**	**The Transatlantic Slave Trade** **How did the Transatlantic Slave Trade impact Africa, the Americas and Britain?** • Starting with definitions of slavery and forms of slavery, before study of West African Kingdoms. • The Triangle of Trade and slavery in the Americas. • The abolishment and legacy of slavery throughout the Empire. • Cementing evidential understanding and developing empathy. **The Industrial Revolution** **To what extent did the Industrial Revolution bring change to Britain?** • Focus on the impact that technology has had on people's lives. • The shift in economics and growth in trade. • The development of crime during the period. • The impact of technology. Cementing concepts of change and continuity.
	Term 2	**Conflict in the early 20th Century** **To what extent did Adolf Hitler take power legally?** **How *could* the Holocaust have happened?** • The Weimar Republic and its subsequent downfall. • The rise of the Nazi Party, and Hitler's transition from Chancellor to dictator. • The debate of legality. • An overview of WW2. • The Holocaust, final solution and remembrance. Cementing concepts of causation, evidential understanding and significance.
	Term 3	**Civil Rights USA** **Did the Civil Rights Movement create real progress for Black Americans?** • Civil Rights movement in America. • Focus on key events in the 1950s and 1960s, including themes of education, passive resistance and alternative forms of protest. • The progress of equality for black Americans, linking to the impact on modern day. • Cementing change and continuity.

<table>
<tr><td>Assessment Headlines</td><td colspan="2">Recall of key facts & definitions
Literacy skills
Extended writing (PEEL)
Chronological understanding
Assessment of historical concepts (change, cause, similarity, difference, significance, evidential understanding) through historical enquiry and use of them to make confident, developed judgements.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>https://www.bbc.co.uk/bitesize/subjects/zcw76sg

https://app.senecalearning.com/teacher/resource-hub?Subject=History</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons every two weeks</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">The Transatlantic Slave Trade
The Industrial Revolution</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Conflict in the early 20th Century
Civil Rights USA</td></tr>
</table>

Curriculum Map - Key Stage 3

Jewish Studies

Year 9		
Curriculum Aims	The theme of this year is for students to broaden their analysis and formulate their own opinions based on the big enquiry questions. What is truth and is there only one truth? Exploration of whether G-d is real, why there is evil and suffering and key revelations that have the potential to reinforce their opinions and viewpoints.	
Main topics/areas studied this year	**Term 1 - One Truth or Many**	In this unit, students will explore different perspectives on truth in religion - from the parable of the elephant and the blind men to Plato's philosophy, Hick's pluralism, and Sikh teachings. They will compare exclusivist views with more pluralistic approaches, including how Judaism engages with religious diversity.
	Term 2 - Is God Real?	In this unit, students will examine how people understand and experience God. They will explore the Design Argument and the Cosmological Argument, learn the difference between general and special revelation, and study a case of special revelation to see how these ideas shape faith and belief.
	Term 2 - Revelations and Miracles	In this unit, students will explore the nature of miracles and how they are understood across different faiths, including Judaism, Christianity, and Islam. They will consider atheist perspectives, weigh arguments for and against miracles, and examine the connection between revelation and miracles in shaping religious belief.
	Term 3 - Evil and Suffering	In this unit, students will examine the problem of evil and suffering and explore key challenges such as Epicurus' case against God. They will study different theological responses, including the Fall of Man, the role of Jesus in Christianity, the Irenaean theodicy, and Process Theology, before reflecting through a formative assessment.
	Term 3 - Right or Wrong	In this unit, students will explore ethics and moral decision-making. They will consider questions about the sources of goodness, learn key ethical theories like Utilitarianism, Situation Ethics, and Kantian Ethics, and debate contemporary moral issues such as forgiveness and the death penalty.
Assessment Headlines	Formative assessment - Analytical question at the end of each unit will focus on the overarching theme such as … "There are many ways to the truth". Discuss.	

	Books	Websites
Useful Resources	**Shadows to Sunlight:** A Creative Retelling of Plato's Allegory of the Cave **(Philosophy for Kids) Kindle Edition** by B.J. Condrey PhD (Author), Ezra Condrey (Illustrator) Format: Kindle Edition	https://senecalearning.com/en-GB/revision-notes/ks3/religious-studies/national-curriculum/2-3-3-platos-cave https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/3 https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/4
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	Is there one G-d or many and the various perspectives on 'how do we know G-d'.	
End of year exam will assess:	Is there one G-d or many and the various perspectives on 'how do we know G-d'. We will also assess the different views on revelations and miracles, exploration of suffering and evil alongside how do we know right from wrong.	

Curriculum Map - Key Stage 3

Maths

<table>
<tr><th colspan="4">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="3">To develop fluency, application and reasoning in number, place value and proportion, algebra, geometry, probability and data handling.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td colspan="2">Unit 1 - Straight line graphs
Unit 2 - Forming and solving equations
Unit 3 - Testing conjectures
Unit 4 - Three dimensional shapes
Unit 5 - Constructions and congruency</td></tr>
<tr><td>Term 2</td><td colspan="2">Unit 6 - Numbers
Unit 7 - Using percentages
Unit 8 - Maths and money
Unit 9 - Deduction with angles
Unit 10 - Rotation and translation
Unit 11 - Pythagoras’ theorem</td></tr>
<tr><td>Term 3</td><td colspan="2">Unit 12 - Enlargement and similarity
Unit 13 - Solving ratio and proportion problems
Unit 14 - Rates
Unit 15 - Probability
Unit 16 - Algebraic representation</td></tr>
<tr><td>Assessment Headlines</td><td colspan="3">Short end of unit checks assessing key concepts.

Mid-year and end of year assessments will be a mix of fluency, application and problem solving. Questions will be a mix of fluency, application and problem solving.

The questions vary in level of difficulty, getting progressively more challenging throughout the paper. There will be a mix of calculator and non-calculator papers.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td colspan="2">Books</td><td>Websites</td></tr>
<tr><td colspan="2">Key Stage 3 Maths Student Book 3

Secondary Maths Book 1 (White Rose Maths)</td><td>https://sparxmaths.com/

https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-7

www.corbettmaths.com</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="3">7 lesson per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="3">Units 1 - 5</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="3">Units 1 - 11</td></tr>
</table>

Curriculum Map - Key Stage 3

Physical Education

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td rowspan="6">Sports over the academic year</td><td rowspan="2">Term 1</td><td>Autumn 1
Aesthetic movement
Problem solving</td></tr>
<tr><td>Autumn 2
Football
Badminton</td></tr>
<tr><td rowspan="2">Term 2</td><td>Spring 1
Football
Badminton</td></tr>
<tr><td>Spring 2
Table Tennis
Netball</td></tr>
<tr><td rowspan="2">Term 3</td><td>Summer 1
Athletics field events</td></tr>
<tr><td>Summer 2
Rounders</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Students are assessed through practical lessons only.
• Students receive an attainment and behavior mark; both are published on their end of term reports.
• Students receive an attainment and behavior mark; both are published on their end of term reports.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>AQA GCSE (9-1) PE - Ross Howitt

The Science of Sport: Sprinting - Geoffrey Dyson

101 Youth Fitness Drills - Gareth Sapstead</td><td>BBC Bitesize PE
https://www.bbc.co.uk/bitesize/subjects/znyb4wx

TeachPE
https://www.teachpe.com

OCR GCSE PE Resources
https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/

AQA GCSE PE Resources
https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</td></tr>
</table>

		BBC Sport Academy http://news.bbc.co.uk/sportacademy/hi/default.stm **PE Scholar** https://www.pescholar.com **Sports Coach UK (UK Coaching)** https://www.ukcoaching.org
Number of lessons in this subject:	3 lessons per fortnight	
Mid-year exam will assess:	N/A	
End of year exam will assess:	N/A	

Curriculum Map - Key Stage 3

Performing Arts - Drama

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Within the year nine curriculum students will develop their understanding of scripts and script conventions, performance skills, their ability to write about drama, their ability to perform using Physical theatre techniques and their sound and lighting design skills.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Performing Plays DNA - Students will learn about the play DNA and how performance skills can be used to create a scripted performance.
• Exploring Plays DNA - Students will learn about the specific script conventions and how to describe, explain and analyse theatre.</td></tr>
<tr><td>Term 2</td><td>• Dramatic Techniques (Social Media) - Students will learn about a range of rehearsal techniques that can be used to create devised performances.
• Specialist Skills (Physical Theatre) - Students will learn about Physical Theatre and the practitioner specific skills needed to create a whole class performance.</td></tr>
<tr><td>Term 3</td><td>• Devising (A new world) - Students will learn how to create their own devised small group project from a stimulus using practitioner skills.
• Design (Sound and Lighting) - Students will learn about sound and lighting design and the principles that need to be deployed in order to create their own sound and lighting designs tailored to their A new world performance.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Term 1 - Performance and Written Exam on DNA.
• Term 2 - Whole class performance and small group performance
Term 3 - Small group performance/creative log and Set and Lighting Design</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>GCSE DNA Drama guide
DNA play script
Frantic Assembly building block workbook
Frantic Assembly book of devising</td><td>DNA plot, characters and themes
DNA video clips.
Frantic Assembly website
Frantic Assembly masterclass</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 per fortnight.</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">The Mid-year assessment will assess students' ability to write about their own performance choices and perform a whole class piece.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Students will be assessed on their ability to perform and design for a devising unit using Physical theatre techniques.</td></tr>
</table>

Curriculum Map - Key Stage 3

Performing Arts - Music

Year 9		
Curriculum Aims	Within the year nine curriculum students will learn about film music, musical theatre, working in the music industry and performing in a band. Students will delve into how modern-day contemporary music is created and reflect on how the musical elements are used within modern music. They will experiment creating music using notation software and various instruments whilst learning about the fundamental history and context of different music genres.	
Main topics/areas studied this year	**Term 1**	• **Film Music** - In this unit, students will be using a Music notation software that will enable them to create their own accompanying music for an advert. Students will look at the context of film music whilst researching and learning about various film composers. They will gain an understanding of the mood that major and minor chords create and will analyse famous composers film compositions
	Term 2	• **Musical Theatre** - In this unit, students will be learning about Musical Theatre. They will be learning about the musical Hamilton, how it was created, who created it and why it was created. Students will learn about how it uses Rap and Hip hop to tell a story and the context of this style. Students will develop their singing skills using several techniques to help them with diction and pronunciation and learn how to perform an iconic piece from the show's repertoire in ensemble. • **Band Creation and Concert Project** - Within this unit, students will explore the different roles within the music industry and how they contribute to the effective running of a concert. Students will learn how to create a website as well as learn how to design a band page for their groups and they will create and manage a concert for their bands.
	Term 3	• **Battle of the Bands** - This unit will allow students to experiment and play with different instruments in a band of 5 people. Everyone will learn the same song on 5 different instruments and learn how to play effectively as a band whilst upholding the correct tempo individually and in time with others.
Assessment Headlines	• **Term 1**: Project advert and project Write up • **Term 2a**: Group performance • **Term 2b**: Group/band website and concert ppt • **Term 3**: Group performance	

	Books	Websites
Useful Resources	Grade 3 Music Theory - by Eric Taylor Grade 2 drum Book - by RSL	YouTube: Early Film Music YouTube: The Real history of Alexander Hamilton YouTube: Hamilton Soundtrack YouTube: How to Tune your guitar
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	Students will be assessed on their ability to recall knowledge of Film Music, Musical Theatre and instrumental notation.	
End of year exam will assess:	Students will be assessed on their understanding of film music, musical theatre and notation relevant to each specific instrument (Piano, Drums, Guitar, Bass and Percussion).	

Curriculum Map - Key Stage 3

Science

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our Science curriculum is that it is relevant, inspiring and accessible to all.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Chemistry - Atoms & The Periodic table
Students will learn how to use information to predict states & states changes.
They will learn how our ideas about atoms have changed, why elements are arranged in the periodic table and how to use the periodic table to predict & model the arrangement of electrons in atoms.
Biology - Key concepts
Students will learn about development of microscopes and how they can be used to observe cells.
They will learn about enzyme action as well as modes of transport.
Physics - Motion
Students learn the difference between vector & scaler quantities, how to calculate speed & acceleration, how to represent journeys on distance/time and velocity/time graphs.</td></tr>
<tr><td>Term 2</td><td>Chemistry - Methods of separating and purifying
Students will learn how to identify substances using melting points and chromatography and how different methods of separation work.
Biology - Plant structure and their functions
Students will learn about photosynthesis and how different factors can impact the rate.
They will learn how nutrients are moved through the plant.
Physics - Forces and Motion
Students will learn about Newtons Laws of motion, calculation of weight from gravity, factors affecting stopping distance and dangers of large accelerations. Furthermore, they will calculate momentum and apply it to collisions and vehicle safety features.</td></tr>
<tr><td>Term 3</td><td>Chemistry - Structure and bonding
Students will learn about how ionic, covalent & metallic bonds are formed, about the formation of lattices & molecular substances, and how the physical properties of the substances are linked to bonding & structure.
Physics - Energy
Students will learn how energy is stored and transferred, representing energy transfers with diagrams, calculate efficiency, how to reduce transfer of waster energy, how to calculate gravitational potential energy and kinetic energy stored in objects, and about the different renewable</td></tr>
</table>

<table>
<tr><td></td><td></td><td>and non-renewable resources.
• Students will learn how to calculate power and work done and about interactions due to contact and non-contact forces.

Biology - Ecosystem and materials cycles
• Students will learn about how organisms interact and are organised into communities and ecosystems.

Chemistry - Calculations
• Students will learn how to write word and symbol equations. They will calculate formula mass, concentration empirical formula & study conservation of mass.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Recall of Key Facts/Definitions/Formulas
Mathematical Skills
Literacy Skills
Displaying Data in Graphs/Tables
Describing and Explaining Data
Planning Experiments
Extended Writing (PEEL)
Explaining Scientific Ideas
Applying Scientific Knowledge</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>https://www.bbc.co.uk/bitesize/examspecs/zqkww6f

https://senecalearning.com/en-GB/revision-notes/ks3/science/national-curriculum</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">7 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Chemistry - States and atomic structure
Biology - Key Concepts

Physics - Motion</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Chemistry - States and atomic structure
Biology - Key Concepts

Physics - Motion
Chemistry - Separating techniques

Biology - Plants
Physics - Forces and motion

Chemistry - Bonding</td></tr>
</table>

Curriculum Map - Key Stage 3

Spanish

<table>
<tr><th colspan="3">Year 9</th></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Lifestyle and relationships</td><td>Relationships
Healthy life
Celebrations
Accidents and injuries</td></tr>
<tr><td>Problems and Solutions</td><td>Environmental problems
Social issues
Children rights</td></tr>
<tr><td>Technology and Trends</td><td>Internet
Mobile phones
Social media
Television and cinema</td></tr>
<tr><td>Grammar</td><td>Reflexive verbs
Using 3 tenses together
Conditional and imperfect tenses
Subject pronouns (direct)</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Students will be assessed on three skills during Year 9: Listening, Reading and Writing.
• Students will need to show their understanding of spoken and written texts in target language and produce their own texts in Spanish.
• Students will have the opportunity during lessons to practice their Speaking skills in an engaging and purposeful way.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Viva 3 and Viva GCSE</td><td>BBC Bitesize

Seneca</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">4 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Lifestyle and relationships
Problems and solutions - Environmental problems</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Lifestyle and relationships, Problems and solutions, Technology and trends and Grammar</td></tr>
</table>