



Curriculum Plan – 2024-25

Subject: Mathematics

Year: 9

	Term 1	Term 2	Term 3
Content	Calculating Algebraic Proficiency Visualising and Constructing Proportional Reasoning Patterns Solving Equations and Inequalities	Conjecturing Combinatorics Calculating Space Algebraic Proficiency	Solving equations and Inequalities Understanding Risk Presentation of Data Project
Assessment	End of topic assessments and an end of term test	End of topic assessments and an end of term test	End of topic assessments, Project and an end of year test



Curriculum Plan – 2024-25

Subject: English

Year: 9

	Term 1	Term 2	Term 3
Content	<p>Descriptive & Narrative/War Poetry</p> <ul style="list-style-type: none"> Definitions- propaganda, patriotism, jingoism, paradox, censorship History and origins of World Wars Features of descriptive and narrative writing Freytag’s pyramid Situational and dramatic irony Dialogue rules Structural devices: flashback, in Media Res <p>Reading:</p> <ul style="list-style-type: none"> Read for key information Summarise key information Identify poetic conventions and devices Give a viewpoint on a poem through a thesis statement which includes a comment on both the poet and the speaker Approach a poem and deconstruct it through specific methods Identify tone in a poem <p>Writing:</p> <ul style="list-style-type: none"> Use literary devices: personification, semantic field, Use embedded clauses in sentences 	<p>Animal Farm</p> <ul style="list-style-type: none"> Definitions- communism, socialism, capitalism, allegory, revolution, totalitarianism, fable, corruption, animalism, proletariat Conventions of dystopian fiction Historical context of dystopia/totalitarianism/USSR Nazi Germany The ideas of Karl Marx George Orwell’s ideas and lifetime Tracking change and progress in characters throughout a text Persuasive and rhetoric devices <p>Reading:</p> <ul style="list-style-type: none"> Identify a range of literary devices Analyse multiple connotations of key words and phrases Use multiple pieces of evidence clearly to support point Give a viewpoint through a clear thesis statement which links to dystopian convention Comment on reader emotions Apply contextual knowledge of real-world events to analysis of character, plot, language Explode quotations to extract literary devices and connotations 	<p>Macbeth:</p> <ul style="list-style-type: none"> Definitions- Jacobean, tragic waste, hamartia, subversion, maternal, matriarchal, hubris, duplicity, regicide, tyrant, Machiavellianism, metaphysical dread, duality, nihilistic The significance of structure in a play Critical interpretations of the play Literary devices: chiasmus, end stops, enjambment Conventions, settings, and typical characters of a tragedy How Shakespeare reflected political events of the time in his plays Jacobean time period: political change, gender roles, religion, The Divine Right of Kings, The Great Chain of Being, honour and masculinity, violence, beliefs in the supernatural <p>Reading:</p> <ul style="list-style-type: none"> Identify a range of literary devices Analyse connotations of key words and phrases Apply contextual knowledge to analysis Use evidence clearly to support point Give a viewpoint through a clear thesis statement Comment on reader emotions in different time periods Discuss multiple interpretations



	<ul style="list-style-type: none"> Start a sentence with: a noun, a verb, an adjective, an adverb, a simile Use a range of descriptive vocabulary Use situational and dramatic irony Open a narrative using flashback or in Media Res 	<p>Writing:</p> <ul style="list-style-type: none"> Write persuasively for a range of audiences Use rhetoric and literary devices Use embedded clauses in sentences Start a sentence with: a noun, a verb, an adjective, an adverb, a simile 	<p>Writing:</p> <ul style="list-style-type: none"> Creation of thesis statements Write full essays with paragraphs which are coherent and thoughtful, including an introduction and conclusion
<p>Assessment</p>	<ul style="list-style-type: none"> MCQ Extended writing End of unit assessment 	<ul style="list-style-type: none"> MCQ Extended writing End of unit assessment 	<ul style="list-style-type: none"> MCQ Extended writing End of unit assessment

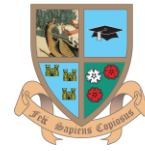


Curriculum Plan – 2024-25

Subject: Art

Year: 9

	Term 1	Term 2	Term 3
Content	<p>To Investigate The students will investigate the elements of art, through form, shape, colour, texture through a range of appropriate wet and dry media to develop their spatial awareness and organisation of materials. Exploring Art Elements (line and tone) Drawing: Line and Tone Medium: Pencil ? Blind contour observation (Linear drawing) ? Upside down copying technique Understanding pencil grades ? Pencil tonal scale ? Applying tone to drawing (shading) ? Applying tone to drawing (hatching/cross-hatching) ? Developing drawing skills. THEME AND ARTISTS FOCUS The rationale for this unit is that it is a starting point for all pupils to ensure a common base of knowledge throughout KS3. Creating texture through mark making is fundamental to the years development and all subsequent work. It is an important building block for creating their own work and when studying the work of other artists and designers. This unit gives pupils the opportunity to experiment by creating textures, to utilise experiments and look at the world around them. Pupils will make a personal response to the work by using their own photograph or taking their own photograph to recreate in mark making. As an extension task and using their drawings and texture and mark-making knowledge, pupils will begin experimenting with various materials.</p>	<p>To Develop The students will develop their formal skills using media and techniques in order to develop personal ideas in relationship to other artists and cultures. Exploring Art Elements (Shape, colour) Medium: Acrylic paint and tissue collage and ICT (if appropriate) ? Contextual research- ? Studies/pastiche of artwork ? Exploring properties and characteristics of wet medium ? Observational drawings of everyday items ? Developing drawing skills ? Understanding block colour Pupils will work to a theme and will further develop their observational drawing skills. They will concentrate on recreating the textures in their drawings using appropriate media and techniques. Pupils will be introduced to a range of textile techniques with the possibility of using the punching machine to create texture including stitching, layering, fabric manipulation using a variety of materials. They will consider the limitations and potentials of materials to achieve a desired and appropriate effect to intentions. They will analyse and evaluate their own and others work and learn how to present their work to others successfully.</p>	<p>To consolidate The students will consolidate the elements of art and formal skills of drawing, painting, printing and collage in order to develop a more complex and personal outcome. Exploring Art Elements (tonal value) Drawing: Line and Tone Medium: Charcoal, Soft Pastel (chalk) ? Contextual research-cave art ? Exploring properties and characteristics of medium ? Observing and applying tonal value (newspaper portrait) ? Lifting-out technique ? Creating self-portrait using colour (tonal value) ? Developing drawing skills Pupils will study the work in terms of subject, how the artist uses colour, line and pattern. They will look at the social and cultural relevance of the work by relating it to design of the sixties and seventies. They will create a final piece in the style of chosen theme. This will consist of a line drawing of an interior which includes domestic objects (taken from homework drawings) and sections of pattern similar to that in the work of the artist. Pupils will learn about pattern. Key words will be retro, regular and irregular. They will develop their knowledge of colour. It will help to develop special awareness and refine drawing skills.</p>



Assessment	Continuous and practical Assessment Baseline assessment Internal taxonomy sheet	Continuous and practical Assessment	Continuous and practical Assessment End of year assessment
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Curriculum Plan – 2024-25

Subject: Spanish

Year: 9

	Term 1	Term 2	Term 3
Content	<p>Topic: Health</p> <p>Subtopics: Food Healthy diet Illnesses</p> <p>Grammar: Present and future tenses. Extension: subjunctive</p> <p>Skills: Critical thinking and evaluating.</p>	<p>Topic: Holidays</p> <p>Subtopics: Holiday activities A trip through South America My last summer</p> <p>Grammar: Present and past tenses. <i>Extension: present perfect</i></p> <p>Skills: Describing and describing present and past events.</p>	<p>Topic: Digital era</p> <p>Subtopics: Internet Social Media Cinema vs home</p> <p>Grammar: All three tenses. Extension: subjunctive and present perfect.</p> <p>Skills: Critical thinking.</p>
Assessment	End of term speaking and reading tests.	End of topic listening test.	End of term speaking and writing tests.

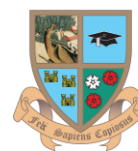


Curriculum Plan – 2024-25

Subject: Geography

Year: 9

	Term 1	Term 2	Term 3
Content	<p>Unit 1: Our Restless Planet</p> <ul style="list-style-type: none"> • Layers of the Earth and tectonic plates • Continental drift • Locating and Mapping Earthquakes • Tsunamis • Volcanoes <p>Unit 2: The Development Gap</p> <ul style="list-style-type: none"> • Economic Development Indicators • Social Development Indicators • The Human Development Index • Factors affecting development rates • The widening gap of inequality • The cycles of poverty and hunger • Aid and its effectiveness 	<p>Unit 3: Coasts</p> <ul style="list-style-type: none"> • Tides and waves • Erosion processes • Deposition Processes • Weathering • Climate change and coasts • Tourism • Coastal case studies • Coastal management decision making <p>Unit 4: The Urban Environment</p> <ul style="list-style-type: none"> • Causes of urbanization • Development and urbanization • Manchester and Kibera case study analysis • Sustainability in urban environments • Environmental issues • Biomes 	<p>Unit 5: Prisoners of Geography</p> <ul style="list-style-type: none"> • Understanding political superpowers • Describing the importance in physical geographical factors • Understanding the causes of conflict • Analysis of Russia's human and physical geographical constraints
Assessment	<p>Assessing the impacts of tectonic hazards on the human environment</p> <p>Evaluating if our view on the world is accurate or not</p>	<p>Decision making exercise on how to protect an area of coast</p>	<p>Evaluating whether Russia is a prisoner of geography or not</p>



Curriculum Plan 2024-2025

Subject: Physical Education

Year: 8 and 9

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<u>8 and 9</u>	<p><u>Block 1</u> <u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding. <p><u>Block 2</u> <u>Invasion Games</u> Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. 	<p><u>Block 3</u> <u>Athletics</u></p> <ul style="list-style-type: none"> • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. <p><u>Block 4</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Water Safety/Evaluation (Treading Water for different lengths of time). • Entry and Exit (Seated Dive/Crouch Dive/Standing Dive). • Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water). • Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly). 	<p><u>Block 5</u> <u>Net/Wall</u></p> <ul style="list-style-type: none"> • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay. <p><u>Block 6</u> <u>Striking and Fielding</u></p> <ul style="list-style-type: none"> • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.
<u>Assessment</u>	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.



Curriculum Plan – 2024-25

Subject: Science

Year: 9

	Term 1	Term 2	Term 3
Content	<p>Health</p> <ul style="list-style-type: none"> • Micro-organisms • Infections • Immune response • Epidemiology • Microbes • Environmental Causes of Disease • Smoking, Alcohol and Drugs • Exercise <p>Metals and Reactivity</p> <ul style="list-style-type: none"> • Metals and Non-Metals • Metals and Oxygen • Metals and Acids • Metals and Water • Reactivity Series • Solid Displacement • Extraction of Metals • Corrosion 	<p>Forces, Pressure and Motion</p> <ul style="list-style-type: none"> • Newton’s Laws • Going Up, Coming Down • Terminal Velocity • Pressure • Moments <p>Chemical Reactions</p> <ul style="list-style-type: none"> • Chemical Reactions • Exothermic and Endothermic Reactions • Energy from Fuels • Environmental Damage • Combustion • Oxidation • Acids and Metal Carbonates • Making Salts • Conservation of Mass 	<p>Sorting and Identifying</p> <ul style="list-style-type: none"> • How to group living organisms • Five Kingdom Model • Vertebrates and Invertebrates • Plants • Variation and Inheritance • Genes • Selective Breeding <p>Energy and Electricity</p> <ul style="list-style-type: none"> • Electricity • Energy in Store • Conservation of Energy • Electricity from Chemicals, Movement and Fuels • Current and Potential Difference in Series and Parallel Circuits • Energy Transfers <p>KS3 Anything That Floats Engineering Competition</p>
Assessment	<p>Practical assignments / Mid-unit assessments / End of Unit Tests</p>	<p>Practical assignments / Mid-unit assessments / End of Unit Test</p>	<p>Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests</p>



Curriculum Plan – 2024-25

Subject: Mandarin

Year: Y9 Native

	Term 1	Term 2	Term 3
Content	记叙文之人物描写 《藤野先生》 《回忆我的母亲》 《背影》 《社戏》 故事类古文 《周亚夫细柳》 《石壕吏》	散文借景抒情 《白杨礼赞》 《安塞腰鼓》 《昆明的雨》 故事类古文 《桃花源记》 写景类古文 《三峡》 《短文两篇》	散文借景抒情 《壶口瀑布》 《一滴水经过丽江》 议论文+讨论性文体 《应有格物致物的精神》 议论性古文 《马说》 《孟子》
Assessment	单元练习 总结性综合考试	单元练习 总结性综合考试	单元练习 总结性综合考试



Curriculum Plan – 2024-25

Subject: Mandarin Non-native Level1

Year: Y8-Y9

	Term 1	Term 2	Term 3
Content	Pinyin Numbers and Basic strokes Greetings and dates Age Telephone Numbers Family members Self-introduction	Chinese New Year Occupations Time expression Daily routines	Means of Transportation Colours Clothing Body parts Dragon Boat Festival
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.



Curriculum Plan – 2024-25

Subject: Mandarin

Year: 8&9 level 3

	Term 1	Term 2	Term 3
Content	<p>Topic 1: Appearance-Book3</p> <p>Mid-Autumn Festival</p> <p>Appearance-Book4</p> <p>Topic 2: Occupations-Book3 Occupations -Book4</p> <p>Revision</p>	<p>Chinese New Year</p> <p>Topic 2: Occupations -Book5</p> <p>Topic 3: School-Book3 School-Book4</p> <p>Revision</p>	<p>Topic 3: School-Book4</p> <p>Topic 4: Personality-Book4</p> <p>Dragon Boat Festival</p> <p>Revision</p>
Assessment	<p>Formative assessment on each topic.</p> <p>Summative assessment on topics in Term 1.</p>	<p>Formative assessment on each topic</p> <p>Summative assessment on topics in Term 2.</p>	<p>Formative assessment on each topic.</p> <p>Summative assessment on all the topics learned this year.</p>



Curriculum Plan – 2024-25

Subject: Mandarin non-native
Level 4

Year: Y8&9

	Term 1	Term 2	Term 3
Content	Climate Camping Booking Airline Booking Hotel Going to Beijing	Chinese New Year Friends Hobbies	Community Services Party
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic. Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.



Curriculum Plan – 2024-25

Subject: Music
Exam Board: N/A

Year: 9
Syllabus Code: N/A

	Term 1	Term 2	Term 3
Content	<p>Unit 1: Balafon and Polyrhythm</p> <ul style="list-style-type: none"> • Origins and construction of the Balafon • Griot dynasties • Polyrhythmic percussion patterns • Polyphonic xylophone • Oral tradition • Ensemble skills • Whole class performance <p>Unit 2: Songwriting</p> <ul style="list-style-type: none"> • Diatonic chords • Chord progressions • Lyric writing • Verse and Chorus • Ensemble Skills • Bass guitar and drumkit technique • Hook writing 	<p>Unit 3: Ambient music</p> <ul style="list-style-type: none"> • Synthesis • Effects pedals and VSTs • Field recordings • Midi controllers • Drones and tape loops • Mic techniques • Algorithmic/ Generative music • Composition project <p>Unit 4: Form and Structure</p> <ul style="list-style-type: none"> • Binary Form • Ternary Form • Rondo Form • Musical analysis of historical examples • Small group composition work • Keyboard skills • Listening skills • Performance skills 	<p>Film Music/ Program Music</p> <ul style="list-style-type: none"> • Writing to a film score • Compositional skills • Understanding chord sequences • Screen/ real life timing • Diegetic and non-diegetic sound • Using sequencing software • Full use of keyboard sounds <p>Unit 6: Chinese Music</p> <ul style="list-style-type: none"> • Ancient instruments • Extramusical principles • Ba Yin classification • Chinese drumming • Folk and regional music.
Assessment	<p>Unit 1: Class ensemble performances. Small group work</p> <p>Unit 2: Group performance, evaluation</p>	<p>Unit 3: Performances + Composition</p> <p>Unit 4: Performance + Compositions</p>	<p>Unit 5: Composition</p> <p>Unit 6: End of unit test, folk music performance and evaluation</p>



Curriculum Plan – 2024-25

Subject: ICT

Year: 9

	Term 1	Term 2	Term 3
Content	<p>Online Safety</p> <ul style="list-style-type: none"> - Fake News <p>Unit: Communication and Hardware</p> <p>Topic: Cyber Security</p> <ul style="list-style-type: none"> - Threats to computer security - Solutions to threats <p>Unit: Media</p> <p>Topic: Animation</p> <ul style="list-style-type: none"> - Modelling - Keyframe animation 	<p>Unit: Coding (1)</p> <p>Topic: Using python for data</p> <ul style="list-style-type: none"> - Lists and arrays - Problem solving <p>Unit: Cross-Curricular Project</p> <p>Topic: Data Science</p> <ul style="list-style-type: none"> - Data collection - Analysis - Project Development Life Cycle 	<p>Unit: Data</p> <p>Topic: Audio Visual Representation</p> <ul style="list-style-type: none"> - Sound - Images - Files <p>Unit: Coding (2)</p> <p>Topic: Physical Computing</p> <ul style="list-style-type: none"> - Motion and sensors - Inputs and outputs
Assessment	End of topic tests	End of topic tests	End of topic tests



Curriculum Plan – 2024-25

Subject: History

Year: 9

	Term 1	Term 2	Term 3
Content	<p>World War One</p> <ul style="list-style-type: none"> World in 1914 Causes of WW1 WW1 Propaganda Trench Warfare Battle of the Somme Women in WW1 WW1 beyond Europe WW1 research Reasons for Germany's defeat in WW1 Post-WW1 treaties Effects of WW1 <p><i>Skills: causation, consequence and source analysis.</i></p>	<p>World War Two</p> <ul style="list-style-type: none"> Causes of WW2 New technology and tactics Early WW2 Dunkirk Battle of Britain Barbarossa Pearl Harbor Allies vs Axis Turning Points Defeat of the Axis Outcomes of WW2 <p><i>Skills: causation, consequence, change/continuity</i></p>	<p>The Holocaust</p> <ul style="list-style-type: none"> Genocide Persecution of Jews Nazi Anti-Semitism Perpetrators and Bystanders Final Solution <p><i>Skills: change/continuity, judgement, empathy.</i></p>
Assessment	Multiple-choice tests based on content, and IGCSE style written answers.	Multiple-choice tests based on content, and IGCSE style written answers.	Multiple-choice tests based on content, and IGCSE style written answers.