

## Year 9 Curriculum – Term 2

<u>Subject</u>	<u>Spring term 1</u>	<u>Spring term 2</u>
Art	<p><b><u>Natural Forms</u></b></p> <ul style="list-style-type: none"> <li>❖ Drawing skills</li> <li>❖ Colour application</li> <li>❖ Pattern</li> </ul> <p><b><u>Cultural Portraits</u></b></p> <ul style="list-style-type: none"> <li>❖ Identity/ culture</li> <li>❖ Portraits</li> <li>❖ Colour application</li> <li>❖ Sculpture- clay</li> </ul>	<p><b><u>Natural Forms</u></b></p> <ul style="list-style-type: none"> <li>❖ Drawing skills</li> <li>❖ Colour application</li> <li>❖ Pattern</li> </ul> <p><b><u>Cultural Portraits</u></b></p> <ul style="list-style-type: none"> <li>❖ Identity/ culture</li> <li>❖ Portraits</li> <li>❖ Colour application</li> <li>❖ Sculpture- clay</li> </ul>
Computing	<b>Data Representation</b> - Students will be able to use mathematical skills to represent numbers in different number systems	<b>Data Representation</b> - Students will be able to use mathematical skills to represent numbers in different number systems
Dance	<b>Dance at the movies:</b> In this topic students will develop their skills through the style of Street dance. They will explore how this style has developed through movies and music videos.	<b>Dance at the movies:</b> In this topic students will develop their skills through the style of Street dance. They will explore how this style has developed through movies and music videos.
Design and Technology	<b>Metals</b> - Pewter casting project	<b>Metals</b> - Pewter casting project
Drama	<b>Devising: Being Old</b> Students will explore what it means to 'be old' looking at the world of stereotypes as well as some true stories which may surprise students. Students will also learn new devising techniques.	<b>Devising: Diverse Scripts</b> Students will look at a range of scripts written by authors who are global majority. These texts will look at different cultures and the racism people may face, while also learning new devising techniques.
English	<b>Dystopic Literature:</b> Students will read a number of Fiction and non-fiction whole texts and extracts, including 19th century to help prepare them for Language Paper 1 and 2.	<b>Point of View (POV) Writing:</b> Students will use non-fiction texts as a springboard for their own writing, in preparation for their GCSE Language Papers 1 and 2, section B.
Enterprise	<b>Building a business:</b> This topic focuses on building a business. The idea happens through identifying aims and objectives and concentrating on the financial aspects of building a business.	<b>Business Finance:</b> Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as interest rates and business borrowing.
Food Technology	<b>Cereals and starches:</b> Making their own short crust pastry and discuss what happens if you consume too many carbohydrates, and if you don't consume enough.	<b>Cereals and starches:</b> Making their own short crust pastry and discuss what happens if you consume too many carbohydrates, and if you don't consume enough.
Geography	<b>Urban landscapes</b> <b>This will include:</b> <ul style="list-style-type: none"> <li>- Location</li> <li>- Land use</li> <li>- Characteristics</li> </ul>	<b>River landscapes</b> <b>This will include:</b> <ul style="list-style-type: none"> <li>- Location</li> <li>- Processes</li> <li>- Common characteristics</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Changes over time</b></li> <li>- <b>Comparisons around the world</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Landforms</b></li> <li>- <b>Management</b></li> </ul>
History	<b>The Civil Rights Movement:</b> This unit explores discrimination and injustice, and through such a topic we teach tolerance, humility, respect, and the value of law.	<b>Crime and Punishment Part 1:</b> This unit explores the development of law and policing in Britain, and the ways in which investigation and punishment has progressed to deliver justice.
Mathematics	<b>Decimals and fractions and linear graphs.</b>	<b>Expressions and formulae.</b>
Media	<b>Advertising</b> <ul style="list-style-type: none"> <li>❖ Production process</li> <li>❖ Working to a brief</li> <li>❖ Mind map/mood board</li> <li>❖ Visualisation diagram</li> <li>❖ Target audience</li> <li>❖ Photoshop skills</li> </ul>	<b>Advertising</b> <ul style="list-style-type: none"> <li>❖ Production process</li> <li>❖ Working to a brief</li> <li>❖ Mind map/mood board</li> <li>❖ Visualisation diagram</li> <li>❖ Target audience</li> <li>❖ Photoshop skills</li> </ul>
Music	<b>Minimalism:</b> This unit builds on students' knowledge of melody and rhythm. Students now look at more complex patterns and compositional devices to create rhythms and melodies to inform their choices in their composition work.	<b>Music and Space:</b> Students will build on previous compositional work, creating rhythmic and melodic ostinato and melodic patterns based on certain note sets to create an effect.
Photography	<b>Structure</b> <ul style="list-style-type: none"> <li>❖ Lighting</li> <li>❖ Angles and viewpoints</li> <li>❖ DSLR camera skills</li> <li>❖ Repeated patterns</li> </ul> <b>Movement</b> <ul style="list-style-type: none"> <li>❖ Shutter speed</li> <li>❖ Light painting</li> <li>❖ Sequence/ stop motion</li> </ul>	<b>Structure</b> <ul style="list-style-type: none"> <li>❖ Lighting</li> <li>❖ Angles and viewpoints</li> <li>❖ DSLR camera skills</li> <li>❖ Repeated patterns</li> </ul> <b>Movement</b> <ul style="list-style-type: none"> <li>❖ Shutter speed</li> <li>❖ Light painting</li> <li>❖ Sequence/ stop motion</li> </ul>
Personal, Social and Development	<b>Mental Health:</b> Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.	<b>Mental Health:</b> Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
Physical Education	<b>Boys PE:</b> Table Tennis/Badminton, Fitness, Handball/OAA/Netball, Basketball/Volleyball/Trampolining <b>Girls PE:</b> Football, Netball/OAA/Handball, Rugby, Table Tennis/Badminton, Basketball/Volleyball/Trampolining  Leadership Skill	<b>Boys PE:</b> Table Tennis/Badminton, Fitness, Handball/OAA/Netball, Basketball/Volleyball/Trampolining <b>Girls PE:</b> Football, Netball/OAA/Handball, Rugby, Table Tennis/Badminton, Basketball/Volleyball/Trampolining  Leadership Skills
Religious Education	<b>Equality:</b> Racial inequality and inspirational historical figures.	<b>Equality:</b> Racial inequality and inspirational historical figures. Gender inequality and the impact of feminism.

	Gender inequality and the impact of feminism.	
Science	<b>Chemistry strand 2</b> – Particles and structure <b>Biology Strand 2</b> - Ecology	<b>Physics Strand 3</b> – Forces and their effects <b>Chemistry strand 3</b> – Chemical Reactions
Spanish	<b>Future Aspirations:</b> Describing tasks at work, opinions on jobs, what job you would like to do in the future, future plans, describing a day at work.	<b>Young people:</b> Talking about children’s rights, fair trade, recycling, describing how a town has changed.