

Curriculum Overview 2021/2022



Year 9 - Autumn Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Christian themes and values	The St Mary's Way, St Mary's Christian vision, Telling the truth, Supporting each other, Friendship, Harvest and our responsibility, Second chances, Creation, Remembrance, Peace, Believing, Advent, Christmas		SMSC across the curriculum
Tutorial programme	Form Reading: The Hate You Give – Angie Thomas		Making informed choices
PSHE / RSE / citizenship/ British values	<p>In the first term PSHE grapples with some of the big questions in society today. For example, students start the course questioning What choices can I make to prevent illness?</p> <p>Students will consider the role that immunisations and health checks play in keeping healthy. Other questions students consider are why antibiotics are so important and the causes and effects of allergic reactions.</p> <p>In the latter term, students will explore the choices they can make to protect their sexual health; looking explicitly at why consent is important and what it means. Students will also consider the impacts of being in a sexual relationship.</p>		Keeping healthy Race
Core Subjects	<p>English</p> <p>At the beginning of Year 9 students explore the theme of identity through poetry. Students use this theme to question how the poetry presents humanity is presented as universal and how writers celebrate the theme of identify. Students continue to study the techniques used by poets such as the careful analysis of language and structure; the comparison of ideas; writing to present a viewpoint and summary skills.</p> <p>In the latter term, students grapple with John Steinbeck's epic book 'Of Mice and Men' which is set in America after the depression. Of Mice and Men introduces students to important themes such as race and discrimination, segregation, migration, and gender norms. From a literary perspective students look at the cyclical structure within the writing and how Steinbeck creates atmosphere, loneliness, and isolation as well as how he highlights friendship.</p>	<p>Maths</p> <p>Students start the term, consolidating their knowledge from Year 8 so that any misunderstandings or missed learning due to Covid can be closed. Therefore, students will focus on:</p> <ul style="list-style-type: none"> • The use the 4 operations with decimals, fractions and negative numbers • Solve and simplify equations • Use ratio and proportion in context • Is there more than 1 way that an equation can be solved? <p>In the second half term, students study Algebra: Expanding and Factorising. The key questions that students answer are:</p> <ul style="list-style-type: none"> • Can any quadratic be factorised? • What's the difference between factorised and fully factorised? 	Disability Loneliness Isolation Nature vs nurture Appreciation of other religions Good and evil

Curriculum Overview 2021/2022



	<p>Science In Year 9 the topics that student's study closely aligned to the GCSE course and builds on the knowledge consolidated in Years 7-8. In the autumn term students, investigate the topic You and Your Genes with specific reference to:</p> <ul style="list-style-type: none"> • The human genome • Inheritance and variation • Gene technology <p>Students explore what the human genome and what it does; how genetic information is inherited and the moral questions about how and if gene technology be used.</p> <p>In the latter term students study Air and Water looking specifically at:</p> <ul style="list-style-type: none"> • The atmosphere • Temperature changes in chemical reactions • Climate change • Potable water <p>Students develop key skills in this unit such as understanding how scientific theories and methods develop over time, the consideration of ethical issues in Science and identifying and explaining correlation.</p>	<p>Therefore, in order to achieve this they will learn and practice how to expand triple brackets, solve quadratic equations by factorising, expand, and factorise linear equations and quadratics seamless</p> <p>Religious Studies In the first half term, students will explore key questions in order to support them gain knowledge and an understanding of Buddhism. Students consider amongst other important questions: how Buddhism began, how the 4 sights and 4 noble truths impact on the daily practices of Buddhism. Students also explore Buddhism today.</p> <p>In the second half term, students grapple with the big questions about suffering and evil. To try and answer why there is suffering and evil, students consider what philosophers and religious leaders have argued are the properties of God, the problems of evil and creation of the world. Students will consider these questions from a Christian, Muslims, and Buddhist perspective.</p>	<p>Suffering</p> <p>Multiculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p> <p>Global development</p>
<p>Foundation Subjects</p>	<p>Art Students look at the work of artists: Georgia O'Keefe and Gainor E Roberts to explore modernism and create their own work in this style Students will develop skills in:</p> <ul style="list-style-type: none"> • Critical understanding • Critical thinking Annotation • Contextual studies • Mono print <p>to name a few.</p>	<p>Business Studies In the introduction to Business Studies students start investigating:</p> <ul style="list-style-type: none"> • What is an enterprise what is the purpose of enterprise? • What is an entrepreneur? • Why new business ideas come about? • How new business ideas come about? • What is the impact of risk and reward? <p>in order to achieve this, students' concepts such as:</p> <ul style="list-style-type: none"> • Goods and services and meeting customers need • Adding value • The role of Entrepreneurship <p>In term 2, students look at role of marketing. Questions explored are: What are customer needs?</p>	<p>Drama Students study the acclaimed and commended modern play Noughts and Crosses inspired by Malorie Blackman. The play explores contemporary issues of race and love.</p> <p>Students explore key questions such as the importance of the social, historical, political context and the origins of this story. Students also think outside of the box and consider if they performed the play in a different country, what would it sound and look like? Students answer these questions by using their knowledge of the Playwright's intentions Role of the actor Role of the director</p> <p>First aid</p> <p>Healthy lifestyles</p> <p>Migration</p> <p>Integration Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p>

Curriculum Overview 2021/2022



		<p>Why is it important to identify and understand customers' needs? What is the purpose of market research? What are the difference methods of market research? What are the advantages and disadvantages of primary research?</p>	<p>Genre & Style In order to fully critique and engage with the play.</p>	<p>Peer culture Team work Creating</p>
	<p>Engineering Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.</p> <p>Students will be manufacturing a pine box, with a specific focus on manufacturing finger/comb joints and a lap joint. All students will be developing their accuracy and maths skills during this project, as well as problem solving.</p>	<p>French In the first term, students continue to practice the grammar that they have been learning from Year 7. The focus in Year 9 is to revisit learning that was not consolidated due to Covid. Therefore students practice in grammar –er verbs in the simple present and present continuous and they revisit essential verbs such as <i>être, avoir</i> and <i>faire</i>. Again, they revisit their phonics and core vocabulary so that they can answer questions such as describing their family, discuss sports that people do and places people go. In the latter Autumn term students further develop their grammar to include subject-verb inversion questions (single and two-verb structures), subject-verb inversion questions with question words (single-verb structures), using 'ne...pas' negation with single-verb structures and 'ne...pas' negation with nouns. The phonics learnt across Year 7-8 continue to be revisited and in terms of vocabulary students revisit essential verbs in new contexts, such as aller. They also practice the verb lexicon -er verbs and deepen their vocabulary and grammar knowledge through work with a challenging texts to be able to say what countries people go to, being able to ask questions and express their future intentions.</p>	<p>Geography In this term students grapple with the big question: IS the world without conflict possible? Students consider the global conflicts in Yemen and Syria but also study crime in the local area. The unit draws together ideas and concepts from many of the previous units of study but applies it to the topic of conflict. Students are encouraged to break down the big questions with smaller but no less important questions such as the impact of global development, tourism and water on conflict and identification of the conflicts themselves.</p>	<p>Designing Genocide and learning from the past Challenging hate Problem solving Personal responsibility Resilience Equality Understanding identify Reflection Peer culture Performance;</p>

Curriculum Overview 2021/2022



	<p>Health and Social Care Body systems and disorders Students will explore 3 body systems, giving understanding to organ structure, disorders and diagnosis</p> <p>Basic first aid procedures Students will be taught the skills in order to assess the medical need at the scene of an accident and be able to apply basic procedures.</p>	<p>History Students examine the history of some key African empires pre-colonialism. Students investigate the great empires of Kush, Benin and Songhai and consider: Mansa Musa Islam in Africa</p> <p>In the second term, students look at India from British rule to independence. Students answer enquiry questions such as: What caused the mutiny in 1857? How did India gain independence in 1947? What was the legacy of the partition of India?</p>	<p>Hospitality and Catering Pastry Project Students learn how to create Puff, Shortcrust and Choux pastry and how to apply their new skills to recipes.</p> <p>Multicultural Foods Student show understanding of the multiculturalism within Britain by exploring foods of their own and their peer's culture</p>	<p>Confidence Preparation Practice</p> <p>Empathy</p> <p>Imagination</p> <p>Safety</p> <p>Effects of extremism Knife crime Gangs Radicalisation Grooming CSE</p>
	<p>ICT In the autumn term students further develop their experience and knowledge on Internet Safety, Cyber Security and Encryption: Students will look at a range of malware and the effects of they have, the precautions taken to maintain safety online as well as the role of encryption in maintaining safety online and a range of ciphers.</p> <p>In the second half term students will be taught and apply their knowledge on a: Binary and computer logic: Question students will answer are: What is binary and why it is used in computing? How to convert between denary and binary? How binary is used to encode text and images?</p>	<p>Music Music in Year 9: Builds upon Key Stage 3 fundamentals and students gain technical skills. This pathway recalls traditional musical learning balanced with contemporary, industry practises.</p> <p>In term 1, students study the Theory of Music to develop key skills in traditional music notation. Students build on their knowledge of transcription so that they are able to write down they melody, chords and structures of their own homophonic compositions. This includes a knowledge of commonly used clefs, phrasing, articulation and dynamic markings.</p> <p>Students seek to improve their dexterity by studying an individual solo piece on the keyboard- options include: Beethoven's Fur Elise and/or the Moonlight Sonata with the intention to perform with two hands simultaneously on a keyboard/piano, developing phrasing and expression/musicality</p> <p>Students will revisit basic music notation and the treble clef, bass clef and time signatures so they can</p>	<p>MFL Spanish In the Autumn term, students will be able to talk about what you do with others/ places and locations. They will also describe people and possessions and say when and where people go as well as future plans. They will practice present tense AR verbs in the 1st and 3rd person plural, ESTAR/SER verbs in the 1st and 3rd person plural and present tense HACER, AR, ER and IR. Students will also extend their vocabulary extending the verb lexicon with a number of -ER and -IR verbs and developing verb knowledge with a focus on plural forms.</p> <p>In the latter term, students will focus on the present tense QUERER/ DAR, PONDER, DEBER and ER & IR. They will work on their phonics for v and b; contrast r and rr and practice the silent h. They will use these skills to describe different family members at a party and describe celebrating different occasions. They will highlight their learning by organising a New Year party.</p>	<p>Safety</p> <p>Financial security</p> <p>Equality</p> <p>Injustice</p> <p>Social justice</p> <p>Awareness of our community and global issues</p> <p>Awareness of how our actions affect others</p>

Curriculum Overview 2021/2022



		<p>apply treble and bass clef knowledge to a familiar melody.</p>		<p>Personal responsibility Collaboration Self reflection</p>
	<p>Sport Students have the opportunity to partake in a range of sporting activities such as: Dance to include styles and basic principles Gymnastics to include basic skills and sequences of movement Invasion Games to include skills, tactics and strategies OAA to include collaboration, problem solving, performance observation, communication The skills that students develop are numerous such as leaning how to communicate effectively with team members and built teamwork and trust. Students will learn to communicate effectively and become confident to observe and analysis each other's performance as well as becoming leaders but also learning how to be lead.</p>		<p>Textiles Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. Students are encouraged to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Students will research into their chosen film, looking into the costumes, set and director of the film. They will produce a range of cushion cover designs before they chose their final design. Students will also conduct experiments with a range of decorative skills., they will also develop technical skill and will demonstrate this through a range of seams and insert a fastening into their cushions</p>	
<p>CEIAG</p>	<p>The focus for careers in Year 9 is for students to assess their own aspirations and career goals and know the pathway to achieve them as they prepare for GCSE's students will be able to recognise skills and qualities and how to record them. In the first term students will use UNIFROG to record information about the careers they are researching and the qualifications, skills and experience needed to embark on that career; they will have evidence of skills and qualities they have developed over the year and they will know the purpose of LMI. Students will go on a university visit.</p>			

Curriculum Overview 2021/2022



Year 9 - Spring Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
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- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Christian themes and values	New beginnings, Service, Temptation, Compassion, Respectfulness, Wisdom, Following the rules, Hope, Faithfulness, Thankfulness, Dignity, Lent		SMSC across the curriculum
Tutorial programme	Form Reading: The Hate You Give – Angie Thomas Students will then read: The Woman in Black by Susan Hill		Making informed choices
PSHE / RSE citizenship British values	<p>In this term, students engage in questions relating to Sex and Relationships Education. In the first term, students analyse Respectful relationships and friendships. In line with the school ethos and motto, students consider the following big questions:</p> <ul style="list-style-type: none"> • Why is violence against women and sexual harassment such a concern? • How are LGBT+ rights protected by law? Students also explore gender identity so that they have an understanding of how different people identify and can be knowledgeable and tolerant citizens. • Why is the equality act of 2010 significant? <p>Students also learn about forced marriage, honour-based violence and FGM and how this violates civil rights as well as being taught about grooming and cohesive behaviour so that they can recognise the signs to keep themselves safe.</p> <p>Students in the latter term identify what it means to be responsible online. Students explore questions such as:</p> <ul style="list-style-type: none"> • Why is sexting not a laughing matter? • What are the risks associated with pornography? • How can you spot fake news online? 		Keeping healthy Race Disability Loneliness Isolation Nature vs nurture Appreciation of other religions
Core Subjects	<p>English</p> <p>In the Spring term students study a play by another iconic American writer; Arthur Miller's 'A View From the Bridge'. Within this play the themes of the law which is portrayed as multifaceted; the fraught tension that desire creates within the play as well as the theme of community and effect that the migration and integration has on a society. Students will study the form, structure and language within the play and how Arthur Miller portrays his characters using these techniques.</p>	<p>Maths</p> <p>Students learnt about Number: Indices and Fractional Powers</p> <p>Students will encounter negative indices to assist when it features in standard form. This will also prepare students for when they encounter the final rules of indices next year. Students will practice and be taught mathematical skills and problem solving so they can how to:</p> <ul style="list-style-type: none"> • Understand why a negative index is the reciprocal of the number • Use the laws of negative indices 	Good and evil Suffering Multiculturalism Race and love

Curriculum Overview 2021/2022



	<p>In the latter term, students start their English Language GCSE by studying a range of texts and literary extracts to examine how the writer uses language/ structure/ methods to affect the reader to gain their interest and achieve a purpose.</p>	<ul style="list-style-type: none"> • Use the laws of fractional powers • Simplify expressions of a complex nature • Simplify indices with different bases. • Convert into standard form and vice versa <p>In the second term, students' progress to Similarity and Pythagoras Students will extend their knowledge of proportion in the context of shape. This will prepare students for using proportionality in area and volume situation. Students be able to answer key questions such as: showing if two shapes are similar or not and exploring whether Pythagoras' theorem works for any triangle. By being able to answer these questions students will have practiced how to:</p> <ul style="list-style-type: none"> • Find missing lengths on similar shapes • Enlarge shapes on a grid • Use Pythagoras theorem to find missing sides of a right angled triangle • Find the areas of sectors • Find the arc lengths of a sector 	<p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p>
	<p>Science</p> <p>In the Spring term, students focus on two key areas of the curriculum: Radiation and Waves (physics) and Health (biology).</p> <p>In the Radiation and Waves unit, students consider the:</p> <ul style="list-style-type: none"> • How waves behave • Types of radiation • Risks and benefits of radiation • The Greenhouse Effect • The behaviour of waves <p>In the latter term, the focus is on health. Students consider and will be able to explain:</p> <ul style="list-style-type: none"> • Causes of disease • Protection against pathogens • Preventing the spread of infection • The impact of lifestyle, environment and genes on health • Treating Disease <p>Students will broaden their skills across the curriculum using maths skills to calculate probability and percentages as well as displaying their evaluative results through drawing and interpreting graphs.</p>	<p>Religious Studies</p> <p>Before starting the GCSE course in Spring term two, students consider whether Jesus was radical. In order to achieve this students will investigate the historical person of Jesus and focus on:</p> <ul style="list-style-type: none"> • Was Jesus just an influential teaching? • The Transfiguration • Calling of the disciples • Miracles • Parables • Caesarea Philippi • The temptation • Titles for Jesus <p>In the latter term, students will start their GCSE course, initially studying The existence of God and revelation. Please refer to the year 10 curriculum booklet for more information.</p>	<p>Healthy lifestyles</p> <p>Migration</p> <p>Integration</p> <p>Climate change</p> <p>Global accountability</p> <p>Appreciation of art, design and music</p> <p>Peer culture</p> <p>Team work</p> <p>Creating</p>
	<p>Art</p>	<p>Business Studies</p>	<p>Drama</p>

Curriculum Overview 2021/2022



<p>Foundation Subjects</p>	<p>Students look at the work of artists: Chuck Close and Sarah Graham to explore the creation of photorealism and create their own work in this style.</p> <p>Students will become competent in:</p> <ul style="list-style-type: none"> • Spray paint • Mono print • String print • Photography Photoshop • Oil pastels <p>Chalk and charcoal</p>	<p>In the Spring term, students explore the options for start-ups and small businesses. They will be able to answer fundamental questions such as</p> <ul style="list-style-type: none"> • What is limited and unlimited liability? What impact can this have on an enterprise? • What are the different types of ownerships for start-ups? • What are the advantages and disadvantages of different types of ownerships? <p>In order to achieve this successfully, they will become competent in the knowledge of:</p> <ul style="list-style-type: none"> • limited liability • Ownership –Sole traders, • Partnerships, Private limited company and Franchises <p>In the latter term, students familiarise themselves with the Marketing mix. They will be able to use their knowledge to explain:</p> <ul style="list-style-type: none"> • What is the marketing mix? What are the features of a product? • What are the different pricing strategies? Why is pricing important? 	<p>In the Spring term students are introduced to the playwright Bertolt Brecht. Students will be assessed through a practical performance where they are required to devise a piece using Brechtian techniques.</p> <p>In order to achieve this, students will learn about the historical and political context behind Brecht's work and also explore the genre of epic theatre; theories & techniques and techniques in practice so that they can apply Brecht's techniques in order to convey a meaning.</p> <p>In the latter term, students build on their knowledge of Verbatim Theatre by exploring the work of the Paperbirds company. Students will gain a greater insight into theory, style and genre and questions its' relevance in and to modern society. Students will make links to Brecht in their work and consider how the verbatim style be used to empower political thought in an audience.</p>	<p>Designing</p> <p>Genocide and learning from the past</p> <p>Challenging hate</p> <p>Problem solving</p> <p>Personal responsibility</p> <p>Resilience</p> <p>Equality</p> <p>Understanding identify</p> <p>Reflection</p> <p>Peer culture</p>
	<p>Engineering</p> <p>Students will be manufacturing a pine wooden box, with a specific focus on manufacturing finger/comb joints and a lap joint. All students will be developing their accuracy and maths skills during this project, as well as problem solving.</p>	<p>French</p> <p>In the Spring term, student's study grammar such as feminine adjective agreement rules; the feminine noun formation rule, question Word + est-ce que, pronoun 'on' with impersonal meaning 'people, you, one' and possessive adjectives (son, sa, ses, notre, nos). Students practice phonics such as [h, [em] and [am], [aim] and [ain], and [om] and [um] and [un]. Students will use their knowledge to be able to talk about what, when, where and why they celebrate things and talk about how other people celebrate things.</p> <p>At the end of the term they develop their grammar to include subject-verb inversion questions (single and two-verb structures), subject-verb inversion</p>	<p>Geography</p> <p>In the spring term, students evaluate what the future of our planet is. Again, students break down this big question and grapple with smaller enquiries such as:</p> <ul style="list-style-type: none"> • What is the evidence for climate change? • What are the causes of climate change? • What are the consequences of climate change for our planet? • What are the consequences of climate change for the UK? • Antarctica – a frozen planet 	<p>Performance;</p> <p>Confidence</p> <p>Preparation Practice</p> <p>Empathy</p> <p>Imagination</p> <p>Safety</p> <p>Effects of extremism</p> <p>Knife crime</p> <p>Gangs</p> <p>Radicalisation</p>

Curriculum Overview 2021/2022



		<p>questions with question words (single-verb structures), using 'ne...pas' negation with single-verb structures and 'ne...pas' negation with nouns. The phonics learnt across Year 7-8 continue to be revisited and in terms of vocabulary students revisit essential verbs in new contexts, such as aller. They also practice the verb lexicon -er verbs and deepen their vocabulary and grammar knowledge through work with a challenging texts to be able to say what countries people go to, being able to ask questions and express their future intentions.</p>	<p>Students are encouraged to use all they have learnt in key stage 3 to think about the future of the globe and consider their impacts as well as solutions.</p>	<p>Grooming CSE</p> <p>Safety</p> <p>Financial security</p> <p>Equality</p> <p>Injustice</p>
	<p>Health and Social Care Body systems and disorders Students will explore 3 body systems, giving understanding to organ structure, disorders and diagnosis</p> <p>Basic first aid procedures Students will be taught the skills in order to assess the medical need at the scene of an accident and be able to apply basic procedures.</p>	<p>History The History curriculum then focuses on 20th Century Warfare by examining:</p> <ul style="list-style-type: none"> • The First World War through enquiry questions such as who was to blame for the failure of the Battle of the Somme? • London and the Second World War and evaluating whether the Blitz spirit was a myth • The experience of troops from the Commonwealth to explore whether Britain really stood alone <p>Students then focus on the latter part of the century and focus on:</p> <ul style="list-style-type: none"> • Nuclear War • Vietnam • Iraq 	<p>Hospitality and Catering Pastry Project Students learn how to create Puff, Shortcrust and Choux pastry and how to apply their new skills to recipes.</p> <p>Multicultural Foods Students show understanding of the multiculturalism within Britain by exploring foods of their own and their peers culture</p>	<p>Social justice</p> <p>Awareness of our community and global issues</p> <p>Awareness of how our actions affect others</p> <p>Personal responsibility Collaboration Self reflection</p>
	<p>ICT In the Spring term, students will question the ethics of computing. Students study Algorithms by the examining the role of algorithms in decision making, the importance of intellectual property and copyright and consider the ethical implications of using modern information technologies. Students will also develop their expertise of programming in Python – iteration. They will learn:</p> <ul style="list-style-type: none"> • How to program count-controlled loops in Python • The concept of nested loops 	<p>Music In term 2, students refine their technical skills. Students will study the music and technical skills of John Williams and Hans Zimmer to ascertain why their music is so popular. Students will create their own ensemble based on the timeline and underscore of the Life of Pi. In order to achieve this, students will revisit compositional techniques and texture (homophony and polyphony), ensemble skills and record their progress through learning diaries.</p>	<p>Spanish In the Spring term, students are working towards a final piece that entails students to create a video introducing family members or role playing with their peers asking and answering questions related to things they do, their achievements and foods from different countries. Grammatically, students focus on OVS (Object-Verb-Subject) word order with direct object <i>lo, la and OVS</i> word order with indirect object pronouns (<i>me, te, le</i>). Phonetically, students revisit 'u', 'ca', 'co',</p>	

Curriculum Overview 2021/2022



	<ul style="list-style-type: none"> Develop working programs in Python to solve a wide range of problems 		<p>cu and extend their vocabulary by developing the verb lexicon to include reflexive uses of high-frequency verbs. In the latter term, students use GUSTAR type verbs and practice IR/SER/HACER verbs in the past tense. Students extend the range of their preterite verb forms and revisit key phonics. With this knowledge and skill, students write about an ideal school.</p>	
	<p>Sport During this term students will be engaged in learning and participating in invasion Games. Students will develop techniques of key skills such as passing, receiving, control, shooting, tackling/defending and marking. Students will also learn how to apply basic tactics and strategies to competition and students will make observations and analysis of performance</p> <p>Students will also partake in net/wall Games. Students will develop techniques of key skills such as throwing, catching, batting, retrieving and fielding. They will learn how to apply basic tactics and strategies to competition and make observations and analysis of performance</p>	<p>Textiles Students will research into their chosen film, looking into the costumes, set and director of the film. They will produce a range of cushion cover designs before they chose their final design. Students will also conduct experiments with a range of decorative skills., they will also develop technical skill and will demonstrate this through a range of seams and insert a fastening into their cushions</p>		
<p>CEIAG</p>	<p>In this term students are introduced to CV writing and therefore they need to assess the purpose, skill and qualities needed for the career of interest. Students will also partake in a Career carousel and be able to engage in a question and answer session with employers.</p>			

Curriculum Overview 2021/2022



Year 9 - Summer Term

As a Church school, our Christian values are central to our curriculum intent:

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- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Christian themes and values	Respect, Acceptance, Empathy, Global Citizenship, leadership, Confidence, Endurance, Loyalty, Courage, Love, Forgiveness	SMSC across the curriculum
Tutorial programme	Form Reading: The Woman in Black by Susan Hill	Making informed choices
PSHE / RSE / citizenship/ British values	In the final term of Year 9 students explore the law relating to: <ul style="list-style-type: none"> • Extremism and radicalisation and how to recognise the signs of being groomed. • Hate crime • Gang and knife crime 	Keeping healthy
		Race

Curriculum Overview 2021/2022



Core Subjects	<p>English Students continue studying towards their GCSE English Language paper with a further focus on comprehension; analysis of language and structure as well as comparison of ideas; writing to describe or narrate and writing to present a viewpoint as well as developing explicit and implicit inference. In the final term students focus on the speaking component. Students select a topic to speak about for 3-4 minutes followed by a 5-6 minute discussion about their speech.</p>	<p>Maths Students start the summer term by studying Sequences. Sequences and drawing linear graphs appear together to allow students to compare and contrast the similarities and differences between rules of sequences and equations of lines. By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Solve problems with pictorial sequences • Solve problems of numerical linear sequences • Plot linear graphs • Use equations of linear graphs in simple cases • Solve simultaneous equations in simple cases. <p>This will ensure that students are able to sequence in direct proportion to each other and use a pictorial method to solve simultaneous equations. In the latter term students will build on their knowledge of probability by investigating multi-event probability. By showing the models for mutually exclusive and non-mutually exclusive events together allows students to compare and contrast these ideas. Students will be able to explain how can a counting strategy can help find the probability of an event or identify which diagram is most helpful to solve a multi-event probability problem. Therefore, in order to do this, students will be able to:</p> <ul style="list-style-type: none"> • Use counting strategies and systematic listing • Use two way tables • Use venn diagrams • Use Set notation for venn diagrams • Find the probability of multiple events 	<p>Disability</p> <p>Loneliness</p> <p>Isolation</p> <p>Nature vs nurture</p> <p>Appreciation of other religions</p> <p>Good and evil</p> <p>Suffering</p> <p>Multiculturalism</p> <p>Race and love</p> <p>Modernism – an appreciation of art and its influence</p> <p>Conflict and impacts</p> <p>Cultural awareness</p> <p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p>
	<p>Science In the final term of year 9 students explore: Chemical Patterns and Sustainable energy. Students start the term by studying Chemical patterns which demands that they use past knowledge to be able to understand and explain:</p> <ul style="list-style-type: none"> • Models of the atom • The Periodic Table • Metals and non-metals • Chemical formulae and equations <p>Within this unit students are expected to use prior knowledge to answer questions such as:</p> <ul style="list-style-type: none"> • What does the Periodic Table tell us about the elements? • How do metals and non-metals combine to form compounds? 	<p>Religious Studies In the latter term, students continue to study the unit of the existence of God and revelation. Students will then prepare for the unit on Human rights, religion and justice: Students are required to consider Christian beliefs and non-religious beliefs such as atheism and humanism in order to make comparisons and present differing viewpoints.</p>	

Curriculum Overview 2021/2022



	<ul style="list-style-type: none"> • How are equations used to represent chemical reactions? <p>In the last term, students consider a C21 solution to a global problem about sustainable energy/ in this unit, students enquire into the:</p> <ul style="list-style-type: none"> • Usage of energy • Generation of Electricity • Renewable Energy <p>This final unit complements the GCSE Geography unit on sustainability.</p>		<p>Healthy lifestyles</p> <p>Migration</p> <p>Integration</p> <p>Climate change</p>	
<p>Foundation Subjects</p>	<p>Art</p> <p>Students look at the work of artists: Nielly Francoise , Agnes Cecil and Kahinde Wiley to create their own work in this style.</p> <p>Students use their skills and knowledge of:</p> <ul style="list-style-type: none"> • Life drawing • Colour work • Colour theory <p>In order to convey emotion and empathy through their art.</p>	<p>Business Studies</p> <p>In the final term prior to starting Level 2 course, students explore the importance of finance and how finance works. Students will use their knowledge to explain the answers to questions such as:</p> <p>What is revenue? How can this be calculated?</p> <p>What are fixed and variable costs? How can these be calculated?</p> <p>What is profit and loss? How can this be calculated?</p> <p>Please see the Year 9 options booklet and Year 10 curriculum booklet for information on the level 2 course Enterprise or the GCSE course Business Studies</p>	<p>Drama</p> <p>In the last term before the start of GCSE, students question whether there a place in society for theatre in education and the role theatre plays in exploring relevant issues in society. Students draw on their work from Noughts and Crosses, Brecht, Boal and the Verbatim within their reasoning.</p> <p>Students will be assessed through a practical assessment on devising a Theatre In Education commission.</p>	<p>Global accountability</p> <p>Appreciation of art, design and music</p> <p>Peer culture</p> <p>Team work</p>
	<p>Engineering</p> <p>Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. Students will be manufacturing a pine box, with a specific focus on manufacturing finger/comb joints and a lap joint. All students will be developing their accuracy and maths skills during this project, as well as problem solving.</p>	<p>French</p> <p>In the summer term student's study grammar such as feminine adjective agreement rules; the feminien noun formation rule, question Word + est-ce que, pronoun ‘on’ with impersonal meaning ‘people, you, one’ and possessive adjectives (son, sa, ses, notre, nos). Students practice phonics such as [h, [em] and [am], [aim] and [ain], and [om] and [um] and un]. Students will use their knowledge to be able to talk about what, when, where and why they celebrate things and talk about how other people celebrate things.</p>	<p>Geography</p> <p>GCSE Dynamic Development is the first of the GCSE units. We build on from the Key Stage 3 knowledge with this unit about global levels of development. Students build a detailed case study on Zambia linking theory to real world knowledge giving them a visual representation of all they have learnt.</p>	<p>Creating</p> <p>Designing</p> <p>Genocide and learning from the past</p> <p>Challenging hate</p> <p>Problem solving</p> <p>Personal responsibility</p>
	<p>Health and Social Care</p> <p>Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team</p>	<p>History</p> <p>The last term, prior to starting the GCSE course in June, focuses on Genocide. It is imperative that students have an understanding of Genocide and how such atrocities continue to happen over time. students focus on the:</p>	<p>Hospitality and Catering</p> <p>Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a</p>	<p>Resilience</p> <p>Equality</p>

Curriculum Overview 2021/2022



<p>Body systems and disorders Students will explore 3 body systems, giving understanding to organ structure, disorders and diagnosis</p> <p>Basic first aid procedures Students will be taught the skills in order to assess the medical need at the scene of an accident and be able to apply basic procedures.</p>	<ul style="list-style-type: none"> • The Holocaust • Namibia • Cambodia <p>They will grapple with big questions such as:</p> <ul style="list-style-type: none"> • What is genocide? • What caused the Holocaust? • Why is the United Nations an important organisation? <p>Students who have opted to study History at GCSE will start the GCSE course in June</p>	<p>team. Students are encouraged to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values</p> <p>Pastry Project</p> <p>Students learn how to create Puff, Shortcrust and Choux pastry and how to apply their new skills to recipes.</p> <p>Multicultural Foods</p> <p>Student show understanding of the multiculturalism within Britain by exploring foods of their own and their peers culture</p>	<p>Understanding identify</p> <p>Reflection</p> <p>Peer culture</p> <p>Performance; Confidence Preparation Practice</p> <p>Empathy</p> <p>Imagination</p> <p>Safety</p> <p>Effects of extremism Knife crime Gangs Radicalisation Grooming CSE</p>
<p>ICT In the final term, students will learn about Computing: Past, Present and Future, therefore students will research important figures in the development of computing and consider Moore's Law and how computer technology has developed and changed over time. Students will learn: How to format documents and the importance of aesthetics when presenting information and have an awareness of factors that inhibit this</p> <p>Level 2 courses: COMPUTER SCIENCE PATHWAY: students start the course by looking at Networking and the Internet, exploring questions such as:</p> <ul style="list-style-type: none"> • How data is sent across a network • The role of basic hardware involved in networking, such as switches <p>DIT Students explore user Interfaces by studying:</p>	<p>Music In the final term students, inspired by the listening to examples of Minimalism, will compose to a brief: planning, composing and recording their work.</p> <p>Students will recall from a bank of previously practised devices such as sequence, drone, suspension, ostinato and pedal notes/inversions when creating a homophonic response to the brief.</p> <p>Students will identify the different approaches to composition and musical devices in a variety of dedicated pieces including underscore.</p> <p>Moving forward in the Industry: Students will be able to use Cubase and/or Logic pro sequencing software to support in the recording of their work and the creation of an actual musical score</p>	<p>Spanish Students end their term by consolidating the knowledge and skill they have learnt over the course. They develop their grammar by using demonstratives: ese vs esa; esos vs esas' es/son. They also learn the Past (imperfect) vs Present meaning - ESTAR - estoy, estás, está; vs estaba, estabas, estaba (for both location and temporary states); 'para' + infinitive. Phonetically students revisit j, n and ñ, v and b, r and rr and silent h. Students consolidate this work by creating a brochure to include a number of Spanish speaking countries.</p>	<p>Safety</p> <p>Financial security</p> <p>Equality</p> <p>Injustice</p> <p>Social justice</p>

Curriculum Overview 2021/2022



	<ul style="list-style-type: none"> • The different types of user interfaces, their uses and who might use them • Different design aspects of the different user interfaces 	(very useful for portfolio of work and/or C.V. and Electronic Press Kit if appropriate)			
	<p>Sport Physical Education aims to create rounded students who find a passion in leading a well-balanced and healthy lifestyle through lifelong participation in sport and physical activity. In the final term, students take part in athletics and learn about track events techniques, field event techniques and how to apply basic tactics and strategies to competition. Students will also partake in striking and fielding by practicing techniques of key skills such as throwing, catching, batting, retrieving, fielding. Students will learn and practice how to apply basic tactics and strategies to competition.</p>	<p>Textiles Students will research into their chosen film, looking into the costumes, set and director of the film. They will produce a range of cushion cover designs before they chose their final design. Students will also conduct experiments with a range of decorative skills., they will also develop technical skill and will demonstrate this through a range of seams and insert a fastening into their cushions</p>			
CEIAG	<p>In the final term students will have Pathway Talks look at work beyond school. These include talks on sixth form education, higher education, apprenticeships, university and ITP's and employment. Students will do some reflect and recording work on UNIFROG.</p>				