

2022/2023 CURRICULUM OVERVIEW MAP YEAR 9

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, Friendship, Peace, Service, Harvest, Black History Month, Wisdom, Creation, Remembrance, Endurance, Self-control, Reverence, 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>		<p>Keeping healthy</p> <p>Race</p> <p>Disability</p>
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>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>Loneliness</p> <p>Isolation</p> <p>Nature vs nurture</p>

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	<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>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? <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>Appreciation of other religions</p> <p>Good and evil</p> <p>Suffering</p> <p>Multiculturalism</p>
	<p>Science</p> <p>In Year 9 the topics that student's study are closely aligned with the GCSE course and builds on the knowledge consolidated in Years 7-8.</p> <ul style="list-style-type: none"> • In the autumn term students, investigate the topics: Atomic Structure and the Periodic Table (Chemistry) and Cell Biology (Biology). • In the Atomic Structure unit students consider the: <ul style="list-style-type: none"> • Structure of an atom • Writing chemical formulae • Mixtures • Models of the atom • Electronic configuration • Development and interpretation of the Periodic Table. <p>In the latter term, the focus is on Cells. Students consider and will be able to explain:</p> <ul style="list-style-type: none"> • Differences between prokaryotes and eukaryotes • Structure of animal and plant cells • Specialised cells • The use of microscopy in Scientific advancements • Cell division. <p>Students will broaden their skills across the curriculum using maths skills to balance chemical equations as well as displaying their evaluative results through drawing and interpreting graphs.</p>	<p>Religious Studies</p> <p>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>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>

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	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.			Healthy lifestyles
Foundation Subjects	<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? 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>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 Genre & Style In order to fully critique and engage with the play.</p>	Migration Integration Climate change Global accountability Appreciation of art, design and music Peer culture Team work Creating Designing Genocide and learning from the past Challenging hate
	<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</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</p>	<p>Geography In this term students grapple with the big question: Is a world without conflict impossible? Students consider the global conflicts in Yemen and more local conflicts to</p>	Problem solving

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	<p>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>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</i>, <i>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>do with tourism. 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>Link to the department Website: https://smhsgeographydept.weebly.com/</p>	<p>Personal responsibility</p> <p>Resilience</p> <p>Equality</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>
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	<p>Health and Social Care</p> <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>	<p>History</p> <p>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</p> <p>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>Effects of extremism Knife crime Gangs Radicalisation Grooming CSE</p> <p>Safety</p> <p>Financial security</p> <p>Equality</p>
	<p>ICT</p> <p>In the autumn term students further their knowledge of Cyber Security: this unit takes students on journey of discovery of the techniques that cybercriminals use to steal data, disrupt systems and infiltrate systems. Students will explain the difference between data and information and identify what happens to data entered online. Students will explain the need for the Data Protection Act and recognise how human error pose security risks to data. Students will consider how Implement strategies are used to minimise the risk of data being compromised through human error. Students will define hacking in the context of cybersecurity and identify strategies to reduce brute force attacks. They will explain how a DDOS attack can impact users of</p>	<p>Music</p> <p>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 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</p>	<p>MFL</p> <p>Spanish</p> <p>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</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> <p>Personal responsibility Collaboration</p>

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	<p>online services and explain the need for the Computer Misuse Act.</p> <p>In the second term, students will study Representations: Students will focus on making digital media such as sound and images. They will discover how media is stored in binary code. Some of the knowledge and skills students will develop are: to describe how digital images are composed out of individual elements and define key terms such as pixels, resolution and colour depth. Students will describe how colour can be represented as a mixture of red, green and blue and how an image can be represented as a sequence of bits. Students will calculate the size of a digital image and how the manipulation of digital images amounts to arithmetic operations.</p>	<p>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 apply treble and bass clef knowledge to a familiar melody.</p>	<p>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>Self reflection</p>
	<p>Sport</p> <p>Students have the opportunity to partake in a range of sporting activities such as:</p> <p>Dance to include styles and basic principles</p> <p>Gymnastics to include basic skills and sequences of movement</p> <p>Invasion Games to include skills, tactics and strategies</p> <p>OAA to include collaboration, problem solving, performance observation, communication</p> <p>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</p> <p>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.</p> <p>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>		

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CEIAG	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.	
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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
- 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	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
Core Subjects	English 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	Maths Students learnt about Number: Indices and Fractional Powers Students will encounter negative indices to assist when it features in standard form. This will also prepare students for when they encounter	Nature vs nurture

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	<p>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>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>	<p>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 • 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>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>Science</p> <p>In the Spring term, students focus on two key areas of the curriculum: Energy (Physics) and Bioenergetics (Biology). In the Energy unit students consider:</p> <ul style="list-style-type: none"> • Energy stores and transfers • Efficiency • Use of formulae and equations to calculate energy quantities • Sources of energy (renewable and non-renewable) 	<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 	<p>Global development</p> <p>First aid</p> <p>Healthy lifestyles</p>

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	<p>In the latter term, the focus is on the organisation of the Human Body. Students consider and will be able to explain:</p> <ul style="list-style-type: none"> • The workings of the digestive system • Qualitative testing for biological molecules • Structure and function of the circulatory system • Communicable heart disease and health issues • The impact of lifestyle choices on health • Cancer diagnosis and treatment <p>Students complete the unit by looking at the organisation of plants at a cellular, tissue and organ level.</p> <p>Students will broaden their skills across the curriculum using maths skills to select, substitute and rearrange formulae as well as displaying their evaluative results through drawing and interpreting graphs. This term is very 'hands on' with a number of required practicals for students to complete.</p>	<ul style="list-style-type: none"> • 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>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>	
Foundation Subjects	<p>Art</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>Business Studies</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, 	<p>Drama</p> <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</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>

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		<ul style="list-style-type: none"> 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>genre and questions its' relevance in and to modern society.</p> <p>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>Resilience</p> <p>Equality</p> <p>Understanding identify</p> <p>Reflection</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 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>At the end of the term they 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</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>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>Link to the department Website: https://smhsgeographydept.weebly.com/</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>Safety</p>

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		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.		Financial security Equality Injustice
	<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 Student 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 study Data Science: Students will be introduced to data science. They will learn how data is used to investigate problems and how it makes changes to the world around them. Students will define what Data Science is and explain how visualising data can help identify</p>	<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</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</p>	

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	<p>patterns and trends. Students will use software to visualise data sets and look for patterns or trends and be able to recognise examples of where large data sets are used in daily life. Students will elect criteria and use data sets to investigate predictions as well as evaluate findings to support arguments for or against a prediction.</p> <p>In this half term, students will study Python Sequences: This unit introduces students to how data can be represented and processed in sequences, such as lists and strings. Some of the activities students will partake in are to describe what lists are and what strings are. Students will trace through programs that manipulate lists and create lists and access individual elements. Students will access individual string elements (characters) and perform common operations on lists.</p>	<p>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>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>).</p> <p>Phonetically, students revisit 'u', 'ca', 'co', cu and extend their vocabulary by developing the verb lexicon to include reflexive uses of high-frequency verbs.</p> <p>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</p> <p>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</p> <p>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>			

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Year 9 Summer 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	Keeping promises, Acceptance, Empathy, Justice, Leadership, Confidence, Well-being, 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

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Core Subjects	<p>English</p> <p>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</p> <p>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.</p> <p>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>Race</p> <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>Science</p> <p>In the final term of year 9 students explore: Chemistry of the Atmosphere and The Particle Model of Matter. Students start the term by studying Chemistry which demands that they use past knowledge to be able to understand and explain:</p>	<p>Religious Studies</p> <p>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:</p>	<p>Conflict and impacts</p> <p>Cultural awareness</p>

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	<ul style="list-style-type: none"> • Composition of the atmosphere • The Earth's early atmosphere • Greenhouse gases • Global warming • Climate change • Reducing our carbon footprint • Atmospheric pollutants • Using the Earth's resources sustainably and potable water. <p>Studying the Particle Model of Matter students will find out:</p> <ul style="list-style-type: none"> • The density of materials • Changes of state • Internal energy and temperature changes • Specific heat capacity and specific latent heat • Particle model and pressure. <p>The Chemistry of the Atmosphere topic complements the GCSE Geography unit on Sustainability.</p>	<p>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>	<p>Appreciating different societies</p> <p>Global development</p> <p>First aid</p> <p>Healthy lifestyles</p> <p>Migration</p> <p>Integration Climate change</p> <p>Global accountability</p>	
Foundation Subjects	<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>Appreciation of art, design and music</p> <p>Peer culture</p> <p>Team work</p> <p>Creating</p> <p>Designing</p>

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	<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. 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 summer 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>Geography In the first half of the summer term students will look at the question: Are we prisoners of Geography? In this unit students will look at a range of locations and consider whether the physical geography will affect how a country develops. Students will also look at topical issues such as migration and consider the impacts. In the final part of year 9 students will start the GCSE course. 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. Link to the department Website: https://smhsgeographydept.weebly.com/</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>Performance; Confidence</p> <p>Preparation Practice</p>
	<p>Health and Social Care 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>Body systems and disorders</p>	<p>History 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> <ul style="list-style-type: none"> • The Holocaust • Namibia 	<p>Hospitality and Catering 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</p>	<p>Empathy</p> <p>Imagination</p>

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<p>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"> • 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>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>Safety</p> <p>Effects of extremism Knife crime Gangs Radicalisation Grooming CSE</p> <p>Safety</p> <p>Financial security</p> <p>Equality</p>
<p>ICT</p> <p>In the final term, students will learn about Physical Computing: this unit applies and enhances students programming skills, it uses micro:bits to show students what their code can do to physical devices. Students will describe what micro:bits are and list the built-in components for output and input. Students will select hardware components that are fit for purpose and use an IDE to write python programs for the micro:bit. Students will write programs that use the micro:bits built-in output devices and write programs that use the micro:bits built-in input devices.</p> <p>Level 2 courses:</p>	<p>Music</p> <p>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>Spanish</p> <p>Students end their term by consolidating the knowledge and skill they have learnt over the course. They develop their grammar by using demonstratives: ese bs 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>Injustice</p> <p>Social justice</p>

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	<p>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> <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 	<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 (very useful for portfolio of work and/or C.V. and Electronic Press Kit if appropriate)</p>		
	<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>		
<p>CEIAG</p>	<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>			