



Curriculum Plan

Academic Year 2021-22

Subject: English

Year: 9

	Term 1	Term 2	Term 3
	<p>Creative Writing</p> <p>Students focus on their descriptive and narrative writing skills with an in-depth study into the conventions of both through a range of vivid extracts and short stories.</p> <ul style="list-style-type: none"> • Extended writing • Descriptive Writing • Narrative writing <p>comprehension</p> <ul style="list-style-type: none"> • Reading • Summary skills • Vocabulary building • Using language devices • Using structural devices • Sentencing for effect <p>Poetry: Wilfred Owen</p> <p>Students read, analyse and compare a range of Owen’s WW1 poetry. Students further their analysis skills through their reading, debate and essay crafting.</p> <ul style="list-style-type: none"> • Reading comprehension • Language analysis 	<p>Novel: Animal Farm</p> <p>Students are introduced to allegory through the in depth study of Orwell’s ‘Animal Farm’, focussing on their reading comprehension and reading analysis. This is supplemented by thematic debates to explore moralistic issues and the reading and analysis of non-fiction material for wider contextual understanding.</p> <ul style="list-style-type: none"> • Identifying allegory • Analysing character • Analysing language devices (metaphor; simile; personification; alliteration, etc.) • Analysing structure • Analysing theme • Analysing context • Debate • Reading comprehension • Summary skills • Contextual analysis <p>Novel: Animal Farm</p> <p>Students are introduced to allegory through the in depth study of Orwell’s ‘Animal Farm’, focussing on their reading comprehension and reading analysis. This is supplemented by thematic debates to explore</p>	<p>Shakespeare: Macbeth</p> <p>Students conclude their year with the study of Shakespeare’s ‘Macbeth’. There will be a drama, debate and language analysis focus to their study.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Debate • Multiple interpretation • Performance <p>Shakespeare: Macbeth</p> <p>Students conclude their year with the study of Shakespeare’s ‘Macbeth’. There will be a drama, debate and language analysis focus to their study.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis



	<ul style="list-style-type: none"> • Analysis construction • Structural analysis • Poetic device focus • Form identification • Comparison • Contextual analysis 	<p>moralistic issues and the reading and analysis of non-fiction material for wider contextual understanding.</p> <ul style="list-style-type: none"> • Identifying allegory • Analysing character • Analysing language devices (metaphor; simile; personification; alliteration, etc.) • Analysing structure • Analysing theme • Analysing context • Debate • Reading comprehension • Summary skills • Contextual analysis 	<ul style="list-style-type: none"> • Debate • Multiple interpretation • Performance
Assessment	<ul style="list-style-type: none"> • End of Unit Tests • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • End of Unit Test/ Mock Exam • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • 2nd Mock Exam / External Exam • Multiple Choice Quizzes • Extended Writing



Curriculum Plan

Academic Year 2021-22

Subject: Mathematics

Year: 9

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



Curriculum Plan

Academic Year 2021-22

Subject: Science

Year: 9

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



	Term 1	Term 2	Term 3
	<p>Unit 1: Tectonics</p> <ul style="list-style-type: none"> • Layers of the Earth and tectonic plates • Continental drift • Locating and Mapping Earthquakes • Tsunamis • Volcanoes <p><i>Skills Focus: Analysing physical processes, analysing the relationship between physical processes and societies.</i></p> <p>Unit 2: The Development Gap</p> <ul style="list-style-type: none"> • Economic Development Indicators • Social Development Indicators • The Human Development Index • Factors affecting development rates • The widening gap of inequality • The cycles of poverty and hunger • Aid and its effectiveness <p><i>Skills Focus: Analysing human processes and their impact on societies, establishing empathy for different societies in different geographical contexts, comparing and contrasting the consequences of decision making and other global</i></p>	<p>Unit 3: Coasts</p> <ul style="list-style-type: none"> • Tides and waves • Erosion processes • Deposition Processes • Weathering • Climate change and coasts • Tourism • Coastal case studies • Coastal management decision making <p><i>Skills Focus: Acquisition of knowledge and key terms relating to the physical environment, understanding natural processes and global issues.</i></p>	<p>Unit 4: The Urban</p> <ul style="list-style-type: none"> • Causes of urbanization • Development and urbanization • Manchester and Kibera case study analysis • Sustainability in urban environments • Environmental issues • Biomes <p><i>Skills Focus: Analysing human processes and their impact on societies, establishing empathy for different societies in different geographical contexts.</i></p>



	<i>issues, analysing and evaluating geographical data.</i>		
Assessment	Unit 1: End of Unit IGCSE style test Unit 2: Student presentations and written test	Unit 3: End of Unit IGCSE style test	Unit 4: Student presentation of sustainable city project (Canvas and Minecraft)



	Term 1	Term 2	Term 3
	<p>Unit 1: World War One</p> <ul style="list-style-type: none"> • Long Term Causes of World War One • The assassination of Franz Ferdinand 1914 • World War One Propaganda • Trench Warfare • Life in the Trenches • The Battle of the Somme • Lions led by Donkeys: Analysis of General Haig • The Home Front • Women and the War Effort • The armistice • The Treaty of Versailles <p><i>Skills Focus: Establishing empathy with people in their historical context, analysing causes and their consequences, analysing significance of events in History.</i></p>	<p>Unit 2: The Holocaust</p> <ul style="list-style-type: none"> • Participants • Dilemmas, Choices and Responses • The origins of anti-Semitism • Anti-Semitic Propaganda • The Nazi Rise to Power • Escalation persecution: the 1930s • Kristallnacht • The Ghettos • The Final Solution • Arrival at the camps • Life in different camps • Resistance, collaboration and persecution in the camps <p><i>Skills Focus: Establishing empathy with people in their historical context, analysing causation, analysing continuity and change over time, exploring significance of events in History.</i></p>	<p>Unit 3: World War Two</p> <ul style="list-style-type: none"> • Long term causes • 1930s the Road to War • Why did international peace collapse by 1939? • 1940: the early encounters • Operation Barbarossa • Pearl Harbour • D-day • War in the pacific • Why were the allies victorious in World War One? <p><i>Skills Focus: Analysing causation in History, evaluating significance of events in History.</i></p>
Assessment	<p>Unit 1: IGCSE style analysis of causation and interpretations</p>	<p>Unit 2: IGCSE style analysis of causation, continuity and change and, human motivation, experience and empathy. Student presentations and inquiries</p>	<p>Unit 3: IGCSE style analysis of significance and causation</p>



Subject: Art & Design

Year: 9

	Term 1	Term 2	Term 3
	<p>POSTER DESIGN This unit introduces students to the idea of working to a set theme and encourages a personal response to the project. It introduces a range of techniques and focuses on the meanings created by images. The themes are chosen to encourage students to consider topical issues and to create a positive response to these. They are also topics covered in citizenship. Presentation skills are developed, as are analysis and evaluation skills</p>	<p>SURREALISM In this unit pupils will be studying Surrealism. They will look at paintings and collage created by The Surrealists. Key Artists will be Dali, Magritte, De Chirico. Works will be looked at and discussed in terms of what makes them surreal. Pupils will also look at music in terms of how lyrics can be surreal and images can be inspired from lyrics, beat and melody. They will take part in various activities which will lead up to creating an album sleeve for a chosen fictional band. This will be made by collaging found images from magazines. Pupils will be able to add a chosen background, add their logo's, change colour and add filters. This unit will build on their skill in observational drawing by getting them to draw objects accurately but juxtapose them to create new objects. It will allow them to experience drawing from the imagination through making pictures inspired by music, drawing from the</p>	<p>URBAN LANDSCAPES Students will learn through the study and reflection of work by contemporary and traditional artists who have looked at the theme of Urban Landscape and make their own work based on this theme. Pupils will be able to extend this project to street art and its place in society. Discussions will be held about the legality, popularity and moving street art into galleries.</p>
Assessment	Practical Assessment Journal	Practical Assessment Journal	Practical Assessment Journal



	Term 1	Term 2	Term 3
	<p>Programming:</p> <ul style="list-style-type: none"> • Plan an educational game with multiple levels of complexity. • Control a screen image. • Write instructions. • Write procedures. • Make use of standard commands. • Loops. • Variables • Nested actions • Counters • GUI • Test and publish Online. 	<p>Introduction to Data Base, Access:</p> <ul style="list-style-type: none"> • Contextualize databases. • Understand basic features. • Import data and format. • Referential tables. • Primary key. • Normalize table to the first degree. 	<p>Web Based application development:</p> <ul style="list-style-type: none"> • Plan a socially responsible web-based application for Google Play store. • Create a UX flow diagram using Sketch. • Interface with Google App Inventor. • Build app from flow diagram visualizations. • Test and iterate. • Publish
	<p>Video/Sound Editor/Narration:</p> <ul style="list-style-type: none"> • Integrate different media into a video editing package. • Understand the importance of using a story board to create a script. • Publish Online. 	<p>O365-Email-One Drive Cloud based Docs:</p> <ul style="list-style-type: none"> • Sending and receiving via Webmail. • Understanding all safety aspects of using e-mail. • O365. • One Drive. • Interact with O365 docs. • Upload and edit various different media using O365. 	<p>Control</p> <ul style="list-style-type: none"> • Sensors. • Automation. • Design. • Flowol.



		<p>Online cloud-based storage.</p> <p>Web 2.0</p> <ul style="list-style-type: none"> • Static web sites. • Dynamic web sites. • Personal blog. • Designated target audience. • Blogging safely. 	
Assessment	Formative/ Summative End of Unit Tests. End of Term Exam.	Formative/ Summative End of Unit Tests. End of Term Exam.	Formative/ Summative End of Unit Tests. End of Term Exam.



Curriculum Plan

Academic Year 2021-22

Subject: Music

Year: 9

	Term 1	Term 2	Term 3
	<p>West African Drumming + Singing</p> <ul style="list-style-type: none"> • Syncopated rhythms • Cross-rhythms • Ensemble playing • Solos • Improvisation • Call & Response • Leadership skills • Motor skill coordination • Listening/Musical Awareness • Background - historical/cultural awareness <p>Blues/Keyboard work</p> <ul style="list-style-type: none"> • History and context • Syncopation • 12 bar blues patterns • Walking bassline • Basic and complex keyboard skills • Playing as part of a duet • Musicianship skill 	<p>Band Project</p> <ul style="list-style-type: none"> • Guitar skills • Basic Drum beat • Singing verse and chorus • Playing as part of a multi-instrumental ensemble • Musicianship skills • Aural awareness <p>Samba</p> <ul style="list-style-type: none"> • Ensemble skills • Listening/ awareness • Syncopated rhythms • Maintaining a steady pulse • Historical/cultural background • Leadership skills • Ensemble work • Improvisation 	<p>Film Music/ Program Music</p> <ul style="list-style-type: none"> • Writing to a film score • Compositional skills • Understanding chord sequences • Screen/ real life timing • Diatonic and non diatonic sound • Using sequencing software • Full use of keyboard sounds <p>Carnival of the Animals</p> <ul style="list-style-type: none"> • Art skills • Basic keyboard skills • Basic notated reading
Assessment	End of Unit test	End of Unit test	End of Unit test



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



Curriculum Plan

Academic Year 2021-22

Subject: Native Mandarin

Year: 9

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