YEAR 9 CURRICULUM PLANS
2024 - 2025

St Bede's Catholic School & Sixth Form College

Bishop Wilkinson Catholic Education Trust

YEAR 9 CURRICULUM PLANS 2024 - 2025

Year 9 Art		
Term 1	**Term 2**	**Term 3**
Project 1 Theme: Structures: Architecture KNOWLEDGE -History of Art, craft, design & architecture-. Students research artists/designers who have used architecture as inspiration, analysing their composition and use of layering and selection. They should discuss the work and try to identify the artistic objectives. Focus the URBAN ENVIRONMENT. MAKING SKILLS- 1. Continuous line drawing of a door/window- pen drawing. 2. Tone and mark making looking at Carlo Antonio Buffagnotti. Focus on architectural features. 3. Shape and composition- create a collage of buildings. 4. Colour and line – monoprint of a local landmark. 5. Colour and line- watercolour painting and pen drawing in the style of Neil Whitehead 6. 3D design & mixed media- create an urban style cardboard building in the style of Joshua Smith & Tore Rinkyeld ARTISTS: Tracey Flynn, Carlo Antonio Buffagnotti, Pinterest, Neil Whitehead, Joshua Smith & Tore Rinkveld	**Project 1 Theme: Structures: Architecture** Students will continue project into the Spring term. IDEAS- Students should be asked to study a range of architectural landmarks/structure features from photographs. They will produce detailed tonal drawings in sketchbooks. History of Art, craft, design & architecture-. Students should research the artists/designers who have used architecture/structures as inspiration, including etc. analysing their composition and use of layering and selection. They should discuss the work and try to identify the artistic objectives. Students will research architecture/structures from around the world initially, and then focus on a particular city/country when developing their 2D/3D work. EVALUATE-Presentation: Students will plan and present pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project. **Project 2 Theme: Under the Sea** IDEAS- Introduction to theme Under the Sea –1. Observational drawings/carbon copies of objects/creatures related to the theme. 2. Design a fantasy sea creature/or in sketchbook. 3. Print making- oil pastel transfers of a sea creature 4. Experimental backgrounds exploring watercolour techniques.	**Project 2 Theme: Under the Sea** Students will continue project into the summer term. Knowledge. History of Art, craft, design & architecture- Research an artist who explores Under the Sea as inspiration: Ernst Haeckel, Vincent Scarpace, Rachel Wilson, Catrin Mostyn Jones. Working in pairs they collate the designs together and produce a final A2 design board that needs to include 1. Initial design ideas, 2. Final design idea, 3. Materials of sculpture 4. Size of sculpture, 5. Artist's influence, 6. Annotation -describing ideas and materials to be used. Students work from final A2 design board and produce final sculpture using papier Mache. Students can use a variety of tissues, cellophane, net fabric etc to complete the sculpture. MAKING SKILLS: Introduction to basic 3D construction techniques- papier Mache- newspaper and cello tape. In teams/pairs students select an under the sea creature and create the basic form using scrunched, rolled, twisted newspaper and fix together with cello tape. Students use papier Mache techniques to make the structure more solid. The structures to be decorated in abstract colour/texture using tissue paper, string, straws, wool to create texture. Collect objects both 3D forms and in 2D form as inspiration for final pieces.

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Year 9 Computer Science		
Term 1	**Term 2**	**Term 3**

Python Programming
 	
In this opening unit of work in year 9 you will learn the key aspects of Python programming. Python is the next step up from 'drag and drop' coding and will give you an insight into the skills and knowledge required for KS4 Computing.
 	
1. Inputs and Outputs
    1. Integers
    2. Float/Real
    3. String
2. Totalling and Counting
3. Selection Constructs
    1. IF Statements
4. Iteration Constructs
    1. While
    2. For
5. Lists
6. Menus
7. Time/Random Number
8. Functions
9. Procedures
10. File Handling (.csv - spreadsheets)
	Data Representation
	
	In this unit of work, you will learn how computers communicate with each other and how computers deal with mathematical problems.
	
	1. Bits and Bytes
	2. Binary Conversion
	3. Hexadecimal
	4. Binary Addition
	5. Character Representation
	6. Image Representation
	7. Logic Gates
	8. Flow Charts
	9. Sound Representation
		Digital Graphics and IDMP
		
		In this final unit of work, you will create an Interactive Digital Multimedia Product for a set scenario.
		
		You will learn new skills and complete tasks as if you were in the role of a graphics designer.
		
		1. Website research
		2. Mood board
		3. Logo Design
		4. Banner/Footer Design for IDMP
		5. Creating your IDMP
		6. Creating and editing video
		7. Creating and editing sound
		8. Evaluation

Year 9 Design Technology - Carousel System		
Textiles Technology	**Materials**	**Food Preparation and Nutrition**
The aim of the project is to develop your textile and design skills from year 7 and 8, by producing a drawstring bag. You will be influenced by artists and designers to create an exciting pattern for your fabric. You will use a variety of mark making techniques to create a unique abstract pattern. Students will; • Respond to a design brief • Use research and exploration, such as the study of different cultures. • Decide on their target market for their product based on user needs. • Design a product that is fit for purpose. • Develop sewing skills. • Research other artists work, analyse the strengths and improvements. • Learn about fabrics and properties • Demonstrate how to evaluate practical work. • Select from and use specialist tools, techniques, processes and equipment	Students will learn a wide variety of woodworking skills, designing and making processes- Students should know and understand that all design and technology activities take place within a wide range of contexts. Students should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. Students will need to demonstrate and apply knowledge and understanding of designing and making principles. Students will; • Learn specialist techniques and processes. • Responding to a design brief • Analysing a target market • Understand design strategies by exploring and developing their own ideas. • Develop, communicate, record and justify design ideas using a range of appropriate techniques such as: freehand sketching, isometric and perspective, 2D and 3D drawings, system and schematic diagrams, annotated drawings that explain detailed development or the conceptual stages of designing. • Investigate a range of existing products • Select from and use specialist tools, techniques, processes and equipment	The Food Preparation and Nutrition curriculum will give encouragement and develop the vital skills to store, prepare and cook foods safely. Students will gain an understanding of the ingredients, processes and dishes to allow them to make informed future choices. Students will; • Learn and demonstrate a wide range of preparation and cooking skills to make a variety of high-quality products. • Demonstrate how to use equipment safely and accurately to carry out a variety of processes. • Understand the wider implications of the food industry; considering moral, social, ethical and environmental concerns. • Understand the restrictions placed upon individuals through diet, health and lifestyle. • Students will learn about the chemical and functional properties of the macronutrients. • Understand the factors that influence food choice • How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes. • Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.

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Year 9 English		
Term 1	**Term 2**	**Term 3**
Unseen Poetry – Animal Anthology • Understand how to approach poetry in an analytical way • Develop techniques for exploring poetry and its bigger ideas • Compare poets' key ideas and use of language, form and structure **Reading and Writing Fiction: The Gothic** • Read a broad range of gothic texts and understand the key conventions of the genre • Develop analysis of 'unseen' texts • Analyse writers' use of language and structural features, exploring effect • Utilise gothic conventions to construct descriptive and narrative gothic writing	**'Of Mice and Men'** • Understand key elements of plot, characterisation and themes presented in the novel • Analyse Steinbeck's use of language, form and structure and their effect on the reader • Understand key contextual factors of the novel	**Reading and Writing Non-Fiction** • Read a broad range of non-fiction texts and understand the key conventions of different text types, identifying writers' points of view • Develop analysis of 'unseen' texts, including non-fiction texts from the 19th century • Analyse writers' use of language and structural features, exploring effect • Plan and deliver a formal speech **Introduction to Romeo and Juliet** • Understand the plot, characters and context of the play in preparation for further study at GCSE • Understand the conventions of tragedy and Shakespearean theatre

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Year 9 Geography		
Term 1	**Term 2**	**Term 3**
<u>TOPIC – GLOBALISATION AND DARK GEOGRAPHY</u> • What is globalisation? • How did the Suez Canal blockage affect global trade? • How does globalisation connect countries around the world? • What are the impacts of fast fashion? • Why are there winners and losers in the football industry? • What are the positive and negative consequences of tourism? • What do we mean by the geography of crime? • How can the uneven distribution of resources cause conflict? • Where is conflict occur in the world and why?	<u>TOPIC - TECTONICS</u> <u>IS OUR WORLD BECOMING A MORE HAZARDOUS PLACE?</u> • What are the factors affecting hazard risk? • How can we explain the distribution of volcanoes and earthquakes? • What happens at plate boundaries? • What are the different types of volcanoes? • Investigating the causes, effects and responses to a volcanic eruption. • Why do people live near volcanoes? • What are the characteristics of super volcanoes? • What are the causes and characteristics of earthquakes? • How do the effects and responses to earthquakes vary according to level of development? • Can all countries be made earthquake proof? • What are tsunamis and how have they affected people, the environment and the economy?	<u>TOPIC – LIVING WORLD</u> <u>WHAT ARE THE CHARACTERISTICS OF TROPICAL RAINFORESTS AND COLD ENVIRONMENTS?</u> • Explain the interrelationship within the natural system. • Define and give UK examples of producers consumers, decomposer, food chain, food web and nutrient cycle • Explain the interdependence of each of the above and explain how changes might affect each other. • Describe the distribution and characteristics of global ecosystems around the world. **TROPICAL RAINFORESTS** • Describe the physical characteristics • Explain the interdependence of the climate, water, soils, plants, animals and people • Explain how plants and animals have adapted to the physical conditions • Describe and explain the problems and issues with changing biodiversity • Describe and explain the changing rates of deforestation. • Use a case study to explain the causes of deforestation • Use a case study to explain the impacts of deforestation • Explain the importance and value of the tropical rainforest on a local, national and international scale. • Explain why it is important it should be managed sustainably. • Explain how it can be managed sustainably • International agreements about the use of tropical hardwoods, **COLD ENVIRONMENTS** • Describe the physical characteristics of the tundra. • Explain the interdependence of the climate, water, soils, plants, animals and people • Explain how plants and animals have adapted to the physical conditions • Describe and explain the problems and issues with changing biodiversity • Use a case study (The Arctic) to illustrate development opportunities in cold environments and the challenges • Explain the value of wilderness areas and explain why they need protecting • Explain how strategies can be used to balance the needs of economic development and conservation

Year 9 History		
Term 1	**Term 2**	**Term 3**
<u>WW2</u> • Causes Long-Term and Short-Term: the Treaty of Versailles, failure of the League of Nations, Appeasement (Links to Y8) • Changing tactics e.g. Blitzkrieg- the Blitz, Poland, Battle of Britain, Aerial Bombing, Dunkirk • Impact on the Home Front-evacuation • Why did the allies win?	<u>Holocaust</u> • Life for Jewish people in Europe before WW2 • The rise of the Nazi party • Life in Nazi Germany and the start of Jewish persecution • Ghettos • Why did the Holocaust happen? • What has been lost in the Holocaust? <u>Cold War</u> • How tensions developed between USA and USSR after WW2. • NATO and the Warsaw Pact. • Berlin Blockade, into Kennedy's presidency with the Berlin Crisis and the Berlin Wall, the Space Race. • Life behind the wall • End of the Cold War and fall of the Berlin Wall <u>20th Century USA</u> <u>Were they the roaring twenties?</u> • **Political change-**Republican Presidents, Prohibition, Roosevelt • **Social change -** The 'Roaring Twenties'- lifestyles, culture and fashions, gangsters, civil rights protests and development Continued in Term 3	• **Economic change –** economic boom and bust - Development of the car industry-Wall Street Crash and Economic recovery with the New Deal <u>Post War USA</u> • **Was life after WW2 the American Dream? How does it compare to the 1920s?** • Role of USA in WW2 • McCarthyism • Civil Rights Movement: Race relations, feminism and LGBT+ rights • Vietnam War: Why was the USA interested in Vietnam? How was the war fought? Did the media exacerbate anti-war feeling? <u>Post-War Britain</u> • What was Britain like post WW2? • Life in Britain • What were the Swinging sixties? • Was Britain a disappointing experience for migrants? • What were the Troubles? • Thatcherism and its responses • Is Britain dealing with the same problems? • The War on Terror

Year 9 Maths		
Term 1	**Term 2**	**Term 3**
• Data processing and representation • Rounding, estimating calculations and error intervals • Standard form, indices and surds • Working with decimals and percentages • Constructions and scale drawings	• Circles • Further algebra • Congruence and similarity • Pythagoras' theorem	• Trigonometry • Probability - tables and diagrams • Linear graphs • Graphical simultaneous equations • Quadratic graphs • Other graphs • Algebraic methods for solving simultaneous equations

Year 9 Music		
Term 1	**Term 2**	**Term 3**
Music of Black Origin and Instrumental Jazz Music Students learn to read, write and perform music of black origin and instrumental jazz music using notation. All students should be able to understand and use the notation mastered in year 7 and 8, and in addition be comfortable with the occasional use of dotted quavers at a moderate tempo. Students will develop an understanding of the key features of music of black origin and instrumental jazz music and recognise how artists utilise the elements of music to shape compositions in these genres. They will continue develop their ability to identify elemental concepts learned in year 7 and 8, and in addition begin identifying the melodic concepts improvisation, arpeggios and improvisation, and the texture – heterophonic. Students will compare and contrast music taken from a range of music of black origin and instrumental jazz music, focusing on the influence of composers in these styles upon the compositional styles of modern popular composers.	**Instrumental Jazz Music and Contemporary Classical Music** Students learn to read, write and perform instrumental jazz music and contemporary classical music styles using notation. All students should be able to understand and use the notation specified in term 1, and in addition be comfortable with the use of dotted quaver-semiquaver patterns at a faster tempo. Students will be more comfortable performing in bass clef and be able to identify how it links in pitch to treble clef. Students continue to develop their ability to recognise and identify the key features of instrumental jazz music and explore how contemporary classical composers developed an experimental style which challenged modern ideals of the definition of music. All students should be able to identify elemental concepts specified in term 1, and in addition begin identifying dynamic features such as sforzando and fortepiano, and atonal tonalities. Students will compare and contrast music in a wide range of instrumental jazz music and experimental contemporary classical music, and how they influence contemporary composers in a variety of popular and classical styles.	**Jukebox/ Cultural Musicals and Independent Performance Projects** Read, write and perform jukebox and cultural musicals using basic notation. All students should be able to understand and use the notation specified in term 1 and 2, and in addition be comfortable with the occasional use of triplet crotchets and quavers. Students will understand chord diagrams and begin to incorporate barre chords into their repertoire on the guitar and ukulele, though they may lack fluidity when compared with standard chords. Students learn to identify the way in which different musical genres are combined to create jukebox and cultural musical theatre. All students should be able to identify elemental concepts specified in terms 1 and 2, and in addition begin understanding and identifying the use of colla voce in compositions. Compare and contrast a wide range of jukebox and cultural musicals focusing of the fusion of different popular and world music influences.

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Year 9 PE		
Term 1	**Term 2**	**Term 3**
• Football • Table Tennis • Trampolining **OR** • Rugby • Trampolining • Table Tennis **OR** • Kinball • Football • Fitness **OR** • Trampolining • Fitness • Football	• Rugby • Fitness • Kinball **OR** • Fitness • Kinball • Football **OR** • Trampolining • Netball • Table Tennis **OR** • Kinball • Table Tennis • Netball	• Athletics • Cricket **OR** • Cricket • Athletics **OR** • Athletics • Cricket **OR** • Cricket • Athletics

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Year 9 RE		
Term 1	**Term 2**	**Term 3**
St. Mark's Gospel: The Identity of Jesus • The titles of Jesus • Jesus' baptism • Peter's confession • The Transfiguration • Jesus' Miracles **St. Mark's Gospel: Death and Resurrection** • The plot to kill Jesus • The significance of the Last Supper • Prayer in the Garden • Jesus' betrayal, arrest and trial • Jesus' crucifixion and death • Jesus' resurrection	**Marriage and the Family Life** • The purpose of marriage in Roman Catholic Christianity (including sex outside of marriage) • Christian attitudes towards divorce • Christian attitudes towards homosexuality • Roman Catholic teaching on family life and children • Christian attitudes towards contraception • How an issue from Marriage and the Family Life has been presented in the media and whether this treatment is fair to religious people **Matters of Life and Death** • Why do Roman Catholics believe in life after death? • Non-religious reasons for belief in life after death • What is the nature of abortion and why is abortion such a controversial issue? • What is the nature of euthanasia and why is euthanasia such a controversial issue? • What are the causes of world poverty? • How and why is CAFOD trying to end world poverty?	**The Abrahamic Faiths** • What do Jews believe that God is like? • What do Jews believe about God as a Lawgiver and Judge? • What is Shekinah and why is it important? • What is the Mashiach? • What do Orthodox and Reform Jews believe about the nature of the and role of the Messiah? • What is the Abrahamic Covenant and why is it important? • What is the Covenant with Moses at Sinai and why is it important? • Why are the Ten Commandments important to Jews? • What do Jews believe about the sanctity of life? • What are the 613 mitzvot and what is the relationship between the mitzvot and free will? • What are Orthodox Jewish beliefs about life after death? • What are Reform Jewish beliefs about life after death? **The Abrahamic Faiths: Part II** • How do Orthodox and Reform Jews worship in the synagogue? • How do Jews worship in the home? • What are the features of a synagogue in Britain? • How do British synagogues work to serve Jewish communities in Britain? • How are the Tenakh and the Talmud significant in Jewish daily life? • How does a Jew keep Kosher in Britain? • What is Brit Milah? • What is Bar Mitzvah? • What are the different views of Bat Mitzvah and Bat Chayil? • What are the features of a Jewish marriage ceremony? • How do Jews mourn for the dead? • What is Rosh Hashanah and Yom Kippur? • What is Pesach and Sukkot?

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Year 9 Science

Term 1

Biology

Cells
Cell structures and ultra-structures for prokaryotes and eukaryotes, building an appreciation of the theory of evolution of life with one common ancestor.
Introduction to the electron and light microscopes, including their importance for our rapidly increasing understanding of the Biological world.
Bacterial cells and how they reproduce.
Stem cells alongside their potential in therapies and the associated ethical dilemmas.

Genetics
Structure and function of the genome as the instructions for all life. The core principles of inheritance and variation.

Chemistry

Atoms and the Periodic Table (Part 1)
Understanding key terms atom, element, mixture, compound and being able to write word equations and recognise compounds from formulae. Investigate how chromatography, evaporation, filtration and distillation are used to separate various mixtures.

Chemistry of the atmosphere
How the atmosphere has evolved over time. Understanding how different pollutants are produced.

Physics

Energy
Describe the concept of energy and energy transfers using diagrams for a range of examples. Each type of energy store and transfer is studied and understood before students progress to understanding and calculating efficiency.
Renewable and non-renewable energy resources and the benefits and drawbacks of each.
Investigating insulation.

Matter
The particle model of matter, a fundamental concept in Science, is studied in detail here. The states of matter and transitions between each state, which links to energy stores and transfers. Calculate density of different substances and learn a practical method of how to determine density of different objects.
Gas pressure relating to the particle model.

Term 2

Biology

Infection and Response
The major categories of disease (communicable and non-communicable) before studying communicable diseases and their associated pathogens in (sometimes gruesome!) detail, including some that can only affect plants.

Biological Systems
This is one of the most relatable and exciting topics on the Y9 calendar! The structures of the heart and lungs with highly anticipated dissections and demonstrations.
We then study enzymes and their under-appreciated role in all life and many medical treatments.

Chemistry

Chemistry of the atmosphere
Cause and impact of various pollutants and evaluation of the methods of reducing carbon footprint.

Resources
Students will learn to consider the environmental impact of products and will learn how to carry out life cycle assessments.
Students will also study the processes and methods involved in
creating potable water. Students will gain an understanding of wastewater treatments and the importance of clean drinking water.

Physics

Forces
We will build upon Y7 and Y8 learning about Newtonian physics, including contact and non-contact forces, resultant forces, and work done. Investigate the relationship between force and extension for springs.

Magnetism
Describe magnetic materials and compare permanent to induced magnets. Investigate solenoids and factors affecting the strength of electromagnets.
Uses of electromagnets

Term 3

Biology

Plants Plants and the process they have evolved to perform are essential for our existence – in this term, pupils will begin to understand why in more detail than in previous years. With strong links to Chemistry, students learn about the reactions of photosynthesis and how plants accumulate the raw ingredients to perform it along with how they are able to always get the substances that they need.

Ecology In the final year 9 module students look at the interaction between organisms within ecosystems (food webs), and how those interaction shape the organisms themselves. This builds toward Natural Selection, a backbone of modern Biology that is taught in detail in year 10.
We then take advantage of more favourable weather to study ecosystems and how scientists monitor species. We finish the term learning about vital nutrient cycles that are vital for life.

Chemistry

Atoms and the Periodic Table (Part 2) The history of the atomic model, the scientific processes used to develop the modern atomic model and the electron structures of smaller atoms.
The development of the periodic table, and the importance of the periodic table in predicting and understanding chemical properties. The properties of groups 0, 1 and 7 will be investigated alongside learning to understand trends in reactivity and chemical reactions between the groups.

Physics

Forces The forces topic continues into term 3. Students learn to distinguish between contact and noncontact
forces and scalar and vector quantities. They learn how to calculate the weight of an object and the difference between weight and mass. Moments, levers and gears.

Waves Students learn how to distinguish between transverse and longitudinal waves, including examples and their uses. This includes a detailed understanding of the electromagnetic spectrum and its properties. Lenses and reflection and refraction of waves in more detail.

Electricity Mains electricity and domestic wiring, this includes developing an understanding of wiring a plug and the risks involved with live wires. Calculate electrical power.
Static electricity, electric fields and phenomena relating to these.

Year 9 - French		
Term 1	**Term 2**	**Term 3**
All about me • Revision of family vocabulary and • describing people • Places in town and activities • Talking about what makes a good • friend • Talking about family relationships • Describing a night out using the perfect tense • Talking about how you used to be using the imperfect tense • Discussing role models **Grammar studied** Using irregular verbs in the present tense Using reflexive verbs in the present tense Using the near future tense .	**Free time** • Revision of sport and music vocabulary • Revision of technology, films and TV vocabulary • Talking about sport Talking about your life online • Using comparatives • Talking about books and reading • Talking about favourite TV shows • Talking about actors and films **Grammar studied** Using depuis and the present tense More practice of the imperfect tense Using direct object pronouns Using superlative adjectives	**Special occasions** • Talking about food and meals • Discussing shopping for clothes • Describing daily life • Talking about food for special occasions • Using the pronoun en • Using polite language • Describing family celebrations • Describing festivals and traditions **Grammar studied** Using modal verbs Using venir de + infinitive Using a combination of tenses