

# YEAR 9 CURRICULUM PLANS 2022 2023 - 2024



St Bede's  
Catholic School  
& Sixth Form College



## YEAR 9 CURRICULUM PLANS 2022 2023 - 2024

Year 9 Art		
Term 1	Term 2	Term 3
<p><b><u>Project 1 Theme: Structures: Architecture</u></b></p> <p>KNOWLEDGE -History of Art, craft, design &amp; 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.</p> <p>MAKING SKILLS- 1. One-point perspective and two-point perspective drawings explored. Create name/word compositions, room compositions, street scene, &amp; 3D shapes. 2. Designing their own two-point perspective room linking to an artist. They will need to select the most interesting pieces of room structures e.g., a bed. Stairs, picture etc and patterns, shapes, colours that represent their artist and produce a series of quick initial sketches from their research and personal studies. They will create a two-point perspective room using painting materials and processes. They will need to consider paint application, pattern, and surface finish/detail and how to evaluate own and others work successfully.</p> <p>ARTISTS: Students research the artists/designers who have used architecture/structures as inspiration, including Gaudi, Famous architects e.g., Frank Gehry. The two-point perspective room design could be influenced by the following artists/art movements: Keith Haring, Roy Lichtenstein, Orla Kiely, Native American Art, Andy Warhol, Beatrix Milhazes, Takashi Murakami, Brie Harrison, Claes Oldenburg, Peter Randell page, Wassily Kandinsky, Egyptian Art, &amp; Joan Miro.</p>	<p><b><u>Project 1 Theme: Structures: Architecture</u></b></p> <p>Students will continue project into the Spring term.</p> <p>IDEAS- Students should be asked to study a range of one point and two-point perspective features from a range of sources. They will produce detailed perspective drawings. Students will research architecture from around the world initially, and then focus on a particular artist when developing their two-point perspective painting.</p> <p>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.</p> <p><b><u>Project 2 Theme: Under the Sea</u></b></p> <p>IDEAS- Introduction to theme Under the Sea –1. Observational drawings of objects/creatures related to the theme e.g., shells, starfish, or coral. 2. Print making- oil pastel transfer or monoprint of a sea creature 3. Experimental backgrounds exploring watercolour techniques. Knowledge: Research an artist who explores Under the Sea as inspiration: Ernst Haeckel, Vincent Scarpace, Sarah Parker-Eaton, Thea Bjerg, Louise Hibbert, Catrin Mostyn Jones.</p>	<p><b><u>Project 2 Theme: Under the Sea</u></b></p> <p>Students will continue project into the summer term. Design a fantasy sea creature/or in sketchbook. Students produce 4 different design ideas individually using 4x4 design concepts. 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.</p> <p>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.</p>

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Year 9 Computer Science		
Term 1	Term 2	Term 3
<p>Data Representation</p> <ol style="list-style-type: none"> <li>1. Bits and Bytes</li> <li>2. Binary Conversion</li> <li>3. Hexadecimal</li> <li>4. Binary Addition</li> <li>5. Character Representation</li> <li>6. Image Representation</li> <li>7. Logic Gates</li> <li>8. Flow Charts</li> <li>9. Sound Representation</li> </ol>	<p>Python Programming</p> <ol style="list-style-type: none"> <li>1. Inputs and Outputs                             <ol style="list-style-type: none"> <li>1. Integers</li> <li>2. Float/Real</li> <li>3. String</li> </ol> </li> <li>2. Totalling and Counting</li> <li>3. Selection Constructs                             <ol style="list-style-type: none"> <li>1. IF Statements</li> </ol> </li> <li>4. Iteration Constructs                             <ol style="list-style-type: none"> <li>1. While</li> <li>2. For</li> </ol> </li> <li>5. Lists</li> <li>6. Menus</li> <li>7. Time/Random Number</li> <li>8. Functions</li> <li>9. Procedures</li> <li>10. File Handling (.csv - spreadsheets)</li> </ol>	<p>Digital Marketing &amp; Social Media</p> <ol style="list-style-type: none"> <li>1. Research                             <ol style="list-style-type: none"> <li>1. Social Media Platforms</li> </ol> </li> <li>2. Social Media Campaigns</li> <li>3. Social Media Strategies</li> <li>4. Social Media Platforms</li> <li>5. Digital Graphics developing Templates                             <ol style="list-style-type: none"> <li>1. Facebook</li> <li>2. Instagram</li> <li>3. Snapchat</li> <li>4. Tik-Tok</li> <li>5. Twitter</li> </ol> </li> <li>6. Social Media Posts and Justification</li> <li>7. Cyber Security and Social Engineering</li> <li>8. Budgeting (Spreadsheets)</li> <li>9. Evaluation</li> </ol>

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Year 9 Design Technology - Carousel System		
Textiles Technology	Materials	Food Preparation and Nutrition
<p>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. We will use a variety of mark making techniques to create a unique abstract pattern.</p> <ul style="list-style-type: none"> <li>• Develop sewing skills</li> <li>• Research other artists work.</li> <li>• Learn about fabrics and properties</li> <li>• Develop design skills</li> </ul> <p>Demonstrate how to evaluate practical work</p>	<p>Students will learn a wide variety of woodworking skills signing and making principles- 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</p> <ul style="list-style-type: none"> <li>• Specialist techniques and processes. In relation to <b>at least one</b> material category or system, students should know and understand the factor of Addition Lamination and Forming-Bending</li> <li>• Specialist techniques and processes in relation to <b>at least one</b> material category or system, students should know and understand the use of production aids</li> <li>• Design strategies Explore and develop their own ideas How this can be done using an iterative process including: sketching modelling testing evaluation of their work to improve outcomes.</li> <li>• Develop, communicate, record and justify design</li> <li>• 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</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Learn and demonstrate a wide range of preparation and cooking skills to make a variety of high-quality products.</li> <li>• Demonstrate how to use equipment safely and accurately to carry out a variety of processes.</li> <li>• Understand the wider implications of the food industry; considering moral, social, ethical and environmental concerns.</li> <li>• Understand the restrictions placed upon individuals through diet, health and lifestyle.</li> <li>• Students will learn about the chemical and functional properties of the macronutrients.</li> <li>• Understand the factors that influence food choice</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.</li> <li>• Food safety practices – Students will demonstrate how to work safety by following the correct safety and hygiene procedures.</li> </ul>

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Year 9 English		
Term 1	Term 2	Term 3
<p><b>Unseen Poetry – Animal Anthology</b></p> <ul style="list-style-type: none"> <li>• Understand how to approach poetry in an analytical way</li> <li>• Develop techniques for exploring poetry and its bigger ideas</li> <li>• Compare poets’ key ideas and use of language, form and structure</li> </ul> <p><b>Reading and Writing Fiction: The Gothic</b></p> <ul style="list-style-type: none"> <li>• Read a broad range of gothic texts and understand the key conventions of the genre</li> <li>• Develop analysis of ‘unseen’ texts</li> <li>• Analyse writers’ use of language and structural features, exploring effect</li> <li>• Utilise gothic conventions to construct descriptive and narrative gothic writing</li> </ul>	<p><b>‘Of Mice and Men’</b></p> <ul style="list-style-type: none"> <li>• Understand key elements of plot, characterisation and themes presented in the novel</li> <li>• Analyse Steinbeck’s use of language, form and structure and their effect on the reader</li> <li>• Understand key contextual factors of the novel</li> </ul>	<p><b>Reading and Writing Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Read a broad range of non-fiction texts and understand the key conventions of different text types, identifying writers’ points of view</li> <li>• Develop analysis of ‘unseen’ texts, including non-fiction texts from the 19<sup>th</sup> century</li> <li>• Analyse writers’ use of language and structural features, exploring effect</li> <li>• Utilise the conventions of different non-fiction texts to produce a range of writing for different purposes and audiences</li> <li>• Plan and deliver a formal speech</li> </ul> <p><b>Introduction to Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>• Understand the plot, characters and context of the play in preparation for further study at GCSE</li> <li>• Understand the conventions of tragedy and Shakespearean theatre</li> </ul>

## YEAR 9 CURRICULUM PLANS 2022 2023 - 2024

Year 9 Geography		
Term 1	Term 2	Term 3
<p><b><u>GEOPOLITICS</u></b> <b><u>HOW IS OUR WORLD INTERCONNECTED AND WHO ARE THE EMERGING SUPERPOWERS?</u></b></p> <ul style="list-style-type: none"> <li>• What is globalisation?</li> <li>• How did the Suez Canal blockage affect global trade?</li> <li>• How does globalisation connect countries around the world?</li> <li>• What are the impacts of fast fashion</li> <li>• What is a superpower?</li> <li>• To what extent ss the USA losing power?</li> <li>• Who are the new emerging economies?</li> <li>• How has the influence of superpowers led to conflict?</li> <li>• How has the growth of economic powers led to environmental issues?</li> <li>• How is economic power being extended through space exploration?</li> <li>• How has the relationship between superpowers and low income countries been changing?</li> </ul>	<p><b><u>TECTONICS</u></b> <b><u>IS OUR WORLD BECOMING A MORE HAZARDOUS PLACE?</u></b></p> <ul style="list-style-type: none"> <li>• What are the factors affecting hazard risk?</li> <li>• How can we explain the distribution of volcanoes and earthquakes?</li> <li>• What happens at plate boundaries?</li> <li>• What are the different types of volcanoes?</li> <li>• Investigating the causes, effects and responses to a volcanic eruption.</li> <li>• Why do people live near volcanoes?</li> <li>• What are the characteristics of supervolcanoes?</li> <li>• What are the causes and characteristics of earthquakes?</li> <li>• How do the effects and responses to earthquakes vary according to level of development?</li> <li>• Can all countries be made earthquake proof?</li> <li>• What are tsunamis and how have they affected people, the environment and the economy?</li> </ul>	<p><b><u>ECOSYSTEMS</u></b> <b><u>WHAT ARE THE CHARACTERISTICS OF TROPICAL RAINFORESTS AND COLD ENVIRONMENTS?</u></b></p> <ul style="list-style-type: none"> <li>• Explain the interrelationship within the natural system.</li> <li>• Define and give UK examples of producers consumers, decomposer, food chain, food web and nutrient cycle</li> <li>• Explain the interdependence of each of the above and explain how changes might affect each other.</li> <li>• Describe the distribution and characteristics of global ecosystems around the world.</li> </ul> <p><b>TROPICAL RAINFORESTS</b></p> <ul style="list-style-type: none"> <li>• Describe the physical characteristics</li> <li>• Explain the interdependence of the climate, water, soils, plants, animals and people</li> <li>• Explain how plants and animals have adapted to the physical conditions</li> <li>• Describe and explain the problems and issues with changing biodiversity</li> <li>• Describe and explain the changing rates of deforestation.</li> <li>• Use a case study to explain the causes of deforestation</li> <li>• Use a case study to explain the impacts of deforestation</li> <li>• Explain the importance and value of the tropical rainforest on a local, national and international scale.</li> <li>• Explain why it is important it should be managed sustainably.</li> <li>• Explain how it can be managed sustainably</li> <li>• International agreements about the use of tropical hardwoods,</li> </ul> <p><b>COLD ENVIRONMENTS</b></p> <ul style="list-style-type: none"> <li>• Describe the physical characteristics of the tundra.</li> <li>• Explain the interdependence of the climate, water, soils, plants, animals and people</li> <li>• Explain how plants and animals have adapted to the physical conditions</li> <li>• Describe and explain the problems and issues with changing biodiversity</li> <li>• Use a case study (The Arctic) to illustrate development opportunities in cold environments and the challenges</li> <li>• Explain the value of wilderness areas and explain why they need protecting</li> <li>• Explain how strategies can be used to balance the needs of economic development and conservation</li> </ul>

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Year 9 History		
Term 1	Term 2	Term 3
<p><u>Inter-war Years</u></p> <ul style="list-style-type: none"> <li>• Post-War Europe</li> <li>• What is fascism?</li> <li>• Spanish Civil War</li> <li>• Why did the League of Nations fail?</li> <li>• Why did fascism triumph?</li> </ul> <p><u>WW2</u></p> <ul style="list-style-type: none"> <li>• Causes, Long-Term and Short-Term, Changing tactics e.g. Blitzkrieg- the Blitz, Poland, Battle of Britain, Aerial Bombing, Dunkirk</li> <li>• Impact on the Home Front-evacuation</li> <li>• Why did the allies win?</li> </ul>	<p><u>Holocaust</u></p> <ul style="list-style-type: none"> <li>• Life for Jewish people in Europe before WW2</li> <li>• The rise of the Nazi party</li> <li>• Life in Nazi Germany and the start of Jewish persecution</li> <li>• Ghettos</li> <li>• Why did the Holocaust happen?</li> <li>• What has been lost in the Holocaust?</li> </ul> <p><u>Cold War</u></p> <ul style="list-style-type: none"> <li>• How tensions developed between USA and USSR after WW2.</li> <li>• NATO and the Warsaw Pact.</li> <li>• Berlin Blockade, into Kennedy's presidency with the Berlin Crisis and the Berlin Wall, the Space Race.</li> <li>• Life behind the wall</li> <li>• End of the Cold War and fall of the Berlin Wall</li> </ul> <p><u>20<sup>th</sup> Century USA</u></p> <ul style="list-style-type: none"> <li>• <u>Political change</u>-Republican Presidents, Prohibition, Roosevelt</li> <li>• <u>Social change</u> - The 'Roaring Twenties'- lifestyles, culture and fashions, gangsters, civil rights protests and development</li> </ul> <p>Continued in Term 3</p>	<ul style="list-style-type: none"> <li>• <u>Economic change</u> – economic boom and bust - Development of the car industry-Wall Street Crash and Economic recovery with the New Deal</li> </ul> <p><u>Post War USA</u></p> <ul style="list-style-type: none"> <li>• Role of USA in WW2</li> <li>• McCarthyism</li> <li>• Civil Rights</li> <li>• Vietnam War.</li> </ul> <p><u>Post-War Britain</u></p> <ul style="list-style-type: none"> <li>• What was Britain like post WW2?</li> <li>• Life in Britain</li> <li>• What were the Swinging sixties?</li> <li>• Why was change still needed by the 1970s?</li> <li>• What were the Troubles?</li> <li>• Thatcherism and its responses</li> <li>• Media</li> <li>• Is Britain dealing with the same problems?</li> </ul>

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Year 9 Maths		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Data processing and representation</li> <li>• Rounding, estimating calculations and error intervals</li> <li>• Standard form, indices and surds</li> <li>• Working with decimals and percentages</li> <li>• Constructions and scale drawings</li> <li>• Circles</li> </ul>	<ul style="list-style-type: none"> <li>• Further algebra</li> <li>• Congruence and similarity</li> <li>• Pythagoras' theorem</li> <li>• Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>• Probability - tables and diagrams</li> <li>• Linear graphs</li> <li>• Graphical simultaneous equations</li> <li>• Quadratic graphs</li> <li>• Other graphs</li> <li>• Algebraic methods for solving simultaneous equations</li> </ul>



## YEAR 9 CURRICULUM PLANS 2022 2023 - 2024

Year 9 Music		
Term 1	Term 2	Term 3
<p><b>Music of Black Origin and Instrumental Jazz Music</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Instrumental Jazz Music and Contemporary Classical Music</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Jukebox/ Cultural Musicals and Independent Performance Projects</b></p> <p>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.</p> <p>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.</p> <p>Compare and contrast a wide range of jukebox and cultural musicals focusing of the fusion of different popular and world music influences.</p>

## YEAR 9 CURRICULUM PLANS 2022 2023 - 2024

Year 9 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Football</li> <li>• Fitness</li> <li>• Cross Country</li> <li>• Kinball</li> <li>• Rugby</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Fitness</li> <li>• Cross country</li> <li>• Table tennis</li> <li>• Trampolining</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Kinball</li> <li>• Trampolining</li> <li>• Football</li> <li>• Table tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Trampolining</li> <li>• Table tennis</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Trampolining</li> <li>• Football</li> <li>• Kinball</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Table tennis</li> <li>• Fitness</li> <li>• Cross Country</li> <li>• Rugby/netball</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics</li> <li>• Tennis</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Tennis</li> <li>• Cricket</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Tennis</li> <li>• Cricket</li> <li>• Athletics</li> </ul>

## YEAR 9 CURRICULUM PLANS 2022 2023 - 2024

Year 9 RE		
Term 1	Term 2	Term 3
<p><b>St. Mark's Gospel: The Identity of Jesus</b></p> <ul style="list-style-type: none"> <li>• The titles of Jesus</li> <li>• Jesus' baptism</li> <li>• Peter's confession</li> <li>• The Transfiguration</li> <li>• Jesus' Miracles</li> </ul> <p><b>St. Mark's Gospel: Death and Resurrection</b></p> <ul style="list-style-type: none"> <li>• The plot to kill Jesus</li> <li>• The significance of the Last Supper</li> <li>• Prayer in the Garden</li> <li>• Jesus' betrayal, arrest and trial</li> <li>• Jesus' crucifixion and death</li> <li>• Jesus' resurrection</li> </ul>	<p><b>Marriage and the Family Life</b></p> <ul style="list-style-type: none"> <li>• The purpose of marriage in Roman Catholic Christianity (including sex outside of marriage)</li> <li>• Christian attitudes towards divorce</li> <li>• Christian attitudes towards homosexuality</li> <li>• Roman Catholic teaching on family life and children</li> <li>• Christian attitudes towards contraception</li> <li>• How an issue from Marriage and the Family Life has been presented in the media and whether this treatment is fair to religious people</li> </ul> <p><b>Matters of Life and Death</b></p> <ul style="list-style-type: none"> <li>• Why do Roman Catholics believe in life after death?</li> <li>• Non-religious reasons for belief in life after death</li> <li>• What is the nature of abortion and why is abortion such a controversial issue?</li> <li>• What is the nature of euthanasia and why is euthanasia such a controversial issue?</li> <li>• What are the causes of world poverty?</li> <li>• How and why is CAFOD trying to end world poverty?</li> </ul>	<p><b>The Abrahamic Faiths</b></p> <ul style="list-style-type: none"> <li>• What do Jews believe that God is like?</li> <li>• What do Jews believe about God as a Lawgiver and Judge?</li> <li>• What is Shekinah and why is it important?</li> <li>• What is the Mashiach?</li> <li>• What do Orthodox and Reform Jews believe about the nature of the and role of the Messiah?</li> <li>• What is the Abrahamic Covenant and why is it important?</li> <li>• What is the Covenant with Moses at Sinai and why is it important?</li> <li>• Why are the Ten Commandments important to Jews?</li> <li>• What do Jews believe about the sanctity of life?</li> <li>• What are the 613 mitzvot and what is the relationship between the mitzvot and free will?</li> <li>• What are Orthodox Jewish beliefs about life after death?</li> <li>• What are Reform Jewish beliefs about life after death?</li> </ul> <p><b>The Abrahamic Faiths: Part II</b></p> <ul style="list-style-type: none"> <li>• How do Orthodox and Reform Jews worship in the synagogue?</li> <li>• How do Jews worship in the home?</li> <li>• What are the features of a synagogue in Britain?</li> <li>• How do British synagogues work to serve Jewish communities in Britain?</li> <li>• How are the Tenakh and the Talmud significant in Jewish daily life?</li> <li>• How does a Jew keep Kosher in Britain?</li> <li>• What is Brit Milah?</li> <li>• What is Bar Mitzvah?</li> <li>• What are the different views of Bat Mitzvah and Bat Chayil?</li> <li>• What are the features of a Jewish marriage ceremony?</li> <li>• How do Jews mourn for the dead?</li> <li>• What is Rosh Hashanah and Yom Kippur?</li> <li>• What is Pesach and Sukkot?</li> </ul>

# YEAR 9 CURRICULUM PLANS 2022 2023 - 2024

<b>Year 9 Science</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p style="text-align: center;"><b>Biology</b></p> <p><b>Cells</b> 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.</p> <p><b>Genetics</b> Structure and function of the genome as the instructions for all life. The core principles of inheritance and variation.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Atoms and the Periodic Table (Part 1)</b> 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.</p> <p><b>Chemistry of the atmosphere</b> How the atmosphere has evolved over time. Understanding how different pollutants are produced.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Energy</b> 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.</p> <p><b>Electricity</b> 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.</p>	<p style="text-align: center;"><b>Biology</b></p> <p><b>Infection and Response</b> 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.</p> <p><b>Biological Systems</b> 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.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Chemistry of the atmosphere</b> Cause and impact of various pollutants and evaluation of the methods of reducing carbon footprint.</p> <p><b>Resources</b> 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.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Magnetism</b> Describe magnetic materials and compare permanent to induced magnets. Investigate solenoids and factors affecting the strength of electromagnets. Uses of electromagnets</p> <p><b>Matter</b> 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.</p> <p><b>Forces</b> 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.</p>	<p style="text-align: center;"><b>Biology</b></p> <p><b>Plants</b> 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.</p> <p><b>Ecology</b> 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.</p> <p style="text-align: center;"><b>Chemistry</b></p> <p><b>Atoms and the Periodic Table (Part 2)</b> 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.</p> <p style="text-align: center;"><b>Physics</b></p> <p><b>Forces</b> 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.</p> <p><b>Waves</b> 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.</p>

## YEAR 9 CURRICULUM PLANS 2022 2023 - 2024

Year 9 - Spanish		
Term 1	Term 2	Term 3
<p><b>Travel and tourism</b></p> <ul style="list-style-type: none"> <li>• Discussing holidays and weather</li> <li>• Saying what you do in summer</li> <li>• Talking about holidays</li> <li>• Saying what you did on holiday</li> <li>• Describing where you stayed</li> <li>• Booking accommodation and dealing with problems</li> <li>• Giving an account of a holiday in the past</li> </ul> <p><b>Grammar studied:</b>                      Revision of present and preterite tenses                      Using the present tense regular verbs                      ser                      Verbs of opinion                      Using the preterite tense                      Using the imperfect tense                      Negatives: Using verbs with usted</p>	<p><b>My studies</b></p> <ul style="list-style-type: none"> <li>• Giving opinions about school subjects</li> <li>• Describing school uniform</li> <li>• Talking about subjects and teachers</li> <li>• Talking about school rules and problems</li> <li>• Talking about plans for a school exchange</li> <li>• Talking about activities and achievements</li> </ul> <p><b>Grammar studied:</b>                      Interesar                      Adjectival endings                      Using comparatives and superlatives                      Using negatives                      Revision of imperfect and present tenses for descriptions of then and now.                      Using phrases followed by the infinitive                      Using the near future tense                      Desde hace + present tense                      Using direct object pronouns</p>	<p><b>Me, my family and friends, Free-time activities:</b></p> <ul style="list-style-type: none"> <li>• Talking about socialising and family</li> <li>• Describing people</li> <li>• Talking about social networks</li> <li>• Making arrangements</li> <li>• Talking about reading preferences</li> <li>• Describing people</li> <li>• Talking about friends and family</li> </ul> <p><b>Grammar studied:</b>                      Possessive adjectives                      Present tense                      Stem changing verbs                      Using adjectival agreement                      Using para with infinitives                      Using the present continuous                      Using ser and estar                      Using a range of relationship verbs                      Personal 'a'</p>