



Year 9 Curriculum Delivery Map

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 | |
|---------------------------|--|---|---|--|--|--|--|
| Core Subjects | English Language and Literature | Modern Literature: Worlds and Lives: Exploring Language in texts | | Exploring Non-fiction Texts Topic: Adventure Creative Writing/Speech Writing | | Shakespeare GCSE Spoken Language Study | |
| | Mathematics | A selection of these topics will be covered throughout the year, as appropriate to the strength of prior learning and progress made, returning to them as necessary to build deeper understanding and use the applications. The topics from previous years will also be revisited, and some topics may be deferred until later to ensure depth of understanding of the pre-requisites. <ul style="list-style-type: none"> Calculator skills will be covered in every topic in every year. The use of algebra to form the problem in a mathematical way, and the use of reverse problems to consider how the question can be solved will be introduced throughout the topics Number: Standard form, estimation, bounds, using factors, multiples, reciprocals and powers, percentages Algebra: Straight line graphs, expand and factorise expressions, harder graphs, function machines, rearranging formulae, solving equations Ratio: Proportion, using timetables, best buys Shape: Angles, parallel lines, compound shapes, prisms, area, perimeter, volume, introduction to vectors, transformations, Pythagoras' theorem Statistics: Probability, cumulative frequency, box plots, frequency polygons, averages and range from a grouped table, diagrams | | | | | |
| | Science | Each topic has activities to prepare students with scientific skills needed for GCSE. For sets 1-3 the extra content found in the separate Sciences Scheme of Work is also taught. <ul style="list-style-type: none"> CB1/SB1 Key Concepts in Biology CC1/SC1 States of Matter CC2/SC2 Methods of Separating and Purifying Substances CP3/SP3 Conservation of Energy | The topics taught predominantly in the Spring term are:- <ul style="list-style-type: none"> CC3/SC3 Atomic Structure CB2/SB2 Cells and Control CC4/SC4 The Periodic Table CP1/SP1 Motion | The topics taught predominantly in the Summer term are:- <ul style="list-style-type: none"> CC5/SC5 Ionic Bonding CC6/SC6 Covalent Bonding CC7/SC7 Types of Substance CP2/SP2 Forces and Motion CB3/SB3 Genetics CP4 Waves Review and end of year assessment | | | |
| | Religious Studies Short Course | Christian beliefs: <ul style="list-style-type: none"> The Nature of God The Trinity Different Christian beliefs about creation Incarnation of Jesus The death and resurrection of Jesus Salvation and the after life | Thematic Study: Religion, peace and conflict: <ul style="list-style-type: none"> Mainly Christian point of view with a comparison with Islam Violent protests and terrorism Reasons for war Nuclear war and weapons of mass destruction Just war Holy war and religion as a cause for violence Pacifism and peacemaking | | | | |
| | Religious Studies ASDAN (Set 6/7) | Beliefs, Values and Decision Making <ul style="list-style-type: none"> Personal qualities and strengths Positive and negative peer pressure Rules and laws (Ten Commandments) Multiculturalism and diversity (preparing a meal) | Crime and Punishment <ul style="list-style-type: none"> Why do we need laws (Lord of the Flies) Poverty as a cause of crime, The death penalty Persecution and Anne Frank | | | Beliefs and Practice <ul style="list-style-type: none"> Hajj and working together to make a board game | |
| Physical Education | Students will experience a specific focus throughout their PE Lessons: Competition & Performance, Leadership, Fitness & Health across the following activity domains: Invasion Games, Net Games, Field & Striking and Athletics alongside knowledge and understanding of the importance of a healthy, active lifestyle. <p>In addition to the CORE pathways, students are given the opportunity at the end of Year 8 to choose an additional block of PE Performance. Within the additional pathway, students compete and build upon their decision making and tactical awareness as well as applying skills to pressured and competitive scenarios.</p> | | | | | | |
| EBACC | History | <ul style="list-style-type: none"> The Shoah - preventable tragedy? Was the world a safer place after 1945? Medicine in Britain 1250-1500 | <ul style="list-style-type: none"> Medicine in Britain 1500-1700 Medicine in Britain 1700-1900 | <ul style="list-style-type: none"> Medicine on the Western Front Medicine in Britain: 1900-present | | | |
| | Geography | The Challenge of Natural Hazards <ul style="list-style-type: none"> Plate tectonics Plate boundaries – location and processes Case study HIC Case study LIC Weather hazards Case study LIC Global warming | The Living World <ul style="list-style-type: none"> Ecosystem processes Location Biomes Case study TRF Case study Cold Environment | | | | |
| | French | <ul style="list-style-type: none"> Living a healthy, happy life Technology | <ul style="list-style-type: none"> Technology The French Speaking World | <ul style="list-style-type: none"> Healthy Living for all | | | |
| | German | <ul style="list-style-type: none"> Daily Life My Clothes | <ul style="list-style-type: none"> My Clothes Virtual World vs Reality | <ul style="list-style-type: none"> All about Berlin - History and Culture | | | |
| | Computer Science | <ul style="list-style-type: none"> Understanding Binary Images, Sound and Colour Understanding systems using Flowol Understanding sensors, flowcharts Computational thinking tasks Hour of Code | <ul style="list-style-type: none"> Control Systems using Flowol Understanding sensors, flowcharts Mid-Year Assessment Introduction to Media Animation / Photoshop Computer Science Ethical issue Artificial Intelligence (AI) | <ul style="list-style-type: none"> Python Textual Programming Networking Data Science IDEA Awards End of Year Assessment | | | |
| Foundation Subjects | Art | Contextual Awareness and 3-Dimensions Nathan Sawaya & The Art of the Brick <ul style="list-style-type: none"> 3D building Art history and contextual analysis Observational isometric drawing Design | Contextual Awareness: Public Art vs Vandalism: Graffiti as an art form and The Berlin Wall <ul style="list-style-type: none"> Historical and political context Symbolism and meaning Public Art Nets, display and installation art | | Independent Project Assessment <ul style="list-style-type: none"> Developing ideas/investigate/ research Experimenting with materials. processes and techniques and refining skills Developing personal and meaningful outcomes | | |
| | Drama | <ul style="list-style-type: none"> Introduction to Drama Practitioners (Greek chorus and physical theatre) exploring space, status and subtext Blood Brothers - character and context | | | | Theatre Design (Option group - devising) | |
| | Music | Popular Song <ul style="list-style-type: none"> Extending keyboard skills to use primary chords. Listening to popular song repertoire using chords I, IV, V and vi. Working on ensemble skills maintaining a part in a group using keyboards, ukeleles, guitars and singing. | Structure <ul style="list-style-type: none"> Developing understanding of how structure is used to organise music. Identifying ground bass, key terms to describe melody (conjunct, major scale, repetition, sequence) and harmony (chord, cadence). Listening to repertoire that uses a ground bass. Working as a small ensemble on a performance that uses ground bass. | Composition to a brief <ul style="list-style-type: none"> Consolidating skills learnt in relation to texture, harmony, sonority, melodic development and rhythm in relation to one of four given briefs. Listening work will centre around similar pieces. | | | |
| | Technology Mechanisms | <ul style="list-style-type: none"> Types of motion and 3 classes of lever. Identifying lever types found in common products. Modelling of basic lever and linkage mechanisms – identification of how force and movement is influenced by the position of the pivot point. Modelling more advanced levers and linkage mechanisms. Introduction to the basics of CAMs (key concepts) + modelling of CAM systems. Cranks. Pullies and belts theory and experimentation. Velocity ratios and speed calculations. Moments theory with calculations including extension activity calculating Non-symmetrical loads on beams. How forces on the ends of a beam with two non-symmetrical loads can be calculated. Extension activity: designing a mechanical solution to problems. | <ul style="list-style-type: none"> Repeat of term 1: Students will rotate through the different areas of technology. | | <ul style="list-style-type: none"> Option Block - students opt for one area of technology to continue for the last term of KS3. THEME: Box in Box—GCSE trial making skills. Wood joints (finger and dovetail). Accuracy in marking out. Safe and accurate use of hand tools including chisels. Use of a router for creating a rebate. Fixtures and fittings (hinges and clasps). Surface Treatments and Finishes. Computer aided design (CAD). Computer aided manufacture (CAM). | | |
| | Design Technology | Architecture project - Students learn about: <ul style="list-style-type: none"> The work of an architect Designing and understanding principles of floorplans To construct a 3D model of proposed floorplan Draw/sketch 3D view of chosen room Understanding scale ratio and anthropometrics Construct 3D model Extension activity: create an information portfolio for the purpose of selling the house on the market | <ul style="list-style-type: none"> Repeat of term 1: Students will rotate through the different areas of technology. | | <ul style="list-style-type: none"> Option Block - students opt for one area of technology to continue for the last term of KS3. THEME: Box in Box—GCSE trial making skills Wood joints (finger and dovetail). Accuracy in marking out. Safe and accurate use of hand tools including chisels. Use of a router for creating a rebate. Fixtures and fittings (hinges and clasps). Surface Treatments and Finishes. Computer aided design (CAD). Computer aided manufacture (CAM). | | |
| | Food | Practical Skills <ul style="list-style-type: none"> Health food poisoning/contamination Knife skills Local and seasonal foods Fats and oils (pastry) Food science Hygiene and Safety Nutrition and Healthy Eating (adolescence) Protein Carbohydrates Practical tasks: jam making, pastry dish | <ul style="list-style-type: none"> Repeat of term 1: Students will rotate through the different areas of technology. | | <ul style="list-style-type: none"> Option Block - staple foods from around the world. Carbohydrates: focus on pasta and pasta making - spaghetti bolognese, pesto pasta/pasta bake, lasagne, gluten free or vegetarian ravioli Function of egg, function of strong flour/gluten Nutrients | | |
| | Textiles | <ul style="list-style-type: none"> Design and make teacher led task from a selection of topics Moodboard/artist study research task Design ideas Focused practical task Properties of fabric Building of decorative techniques application Building upon sewing machine skills Evaluation of outcome | <ul style="list-style-type: none"> Repeat of term 1: Students will rotate through the different areas of technology. | | <ul style="list-style-type: none"> Choice of title for design and make task: <ul style="list-style-type: none"> Initial research Studies Exploration of techniques Design work Final piece inclusive of techniques learnt (bag or accessory) | | |
| Options | Business | Students are introduced to key foundation knowledge and understanding of enterprise and marketing concepts. Theory and numerous practical activities. Key foundation Knowledge and Rewards SWOT analysis Stake holders Adding value Negotiation Origin of Ideas Sources of finance Taxes Trends Market research Market segmentation Design mix Branding Promotion Cost, Revenue, Profit. | | | | | |
| | Dance | Dancer in Action and technical skills (ASDR) <ul style="list-style-type: none"> Warm up/cool down Nutrition Safe practice | Styles of Dance <ul style="list-style-type: none"> History Elements of dance Reviewing performance / process | | Choreography (group) <ul style="list-style-type: none"> Response to stimulus Elements of dance Choreographic devices Choreographic form Reflection and evaluation | | |
| | Digital Information Technology | <ul style="list-style-type: none"> Grand Design Project Produce a 3D house design using Google Sketchup Calculate the costs using Excel, Advertise using PowerPoint and Showcase their build to Grand Designs team | <ul style="list-style-type: none"> Artificial Intelligence (AI) | | <ul style="list-style-type: none"> IDEA Awards | | |
| | Health and Social Care | <ul style="list-style-type: none"> General First Aid Basics of first aid and first aid procedures Practical tasks Students are taught basic first aid procedures such as CPR and how to treat burns, bleeding and choking <p>Public Health Campaigns</p> <ul style="list-style-type: none"> Mental health - what mental health is, how it's caused and campaigns to help with mental health Students are / work in groups to produce a campaign that will improve the physical and / mental health of students at The Gilbert School | | | | | |
| | Physical Education Performance | <ul style="list-style-type: none"> A competitive and game based delivery will allow students to explore the sports and level of performance required to achieve different sporting grades in GCSE PE option blocks for year 10/11. Elements of theoretical content will be covered at different times during the academic year on Skeletal System, Muscular System, Short and long term effects of exercise on the body system. Components of fitness. Badminton, Netball, Handball and Table Tennis will be the key focus sports. We will explore fitness testing so students are aware of how to data collect, compare to normative data and create plans to enhance performance. | | | | | |
| Alternative Learning | STEPS Adventure and Residential: ASDAN Short course - planning, preparing for and completing a range of outdoor skills. Students will also complete the Bronze D of E award. This will begin in year 9. | | | | | | |