Year 9 Curriculum Overview 2020-21

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Issues Impacting Young People Today** This unit forms part of our 'Voices of a generation' vision as students are encouraged to form and share opinions. There is an emphasis on dialogic talk and key discussion and debate skills. Students will explore a range of topical issues impacting young people. This will act as inspiration and prompt them to write and deliver speeches expressing their thoughts and feelings.	**Novel Study- 'Of Mice and Men'** Students will explore John Steinbeck who was the voice of his generation. This famed author wrote about the plight of ordinary people and societal inequalities such as sexism and racism. Developing ideas and conversations from the previous unit, students will explore how Steinbeck presents ideas and why the text acts as a record of American history in the 1930s. There will be links to other texts such as 'To Kill a Mockingbird', and to social movements such as BLM. This exploration of context will allow students to understand how to approach a literature text study.	**Perspectives of War- reading** Students will explore the impact of war on individuals and will show an understanding of how contextual factors have impacted writers, making their texts very personal. Developing analytical skills, students will explore how to compare different attitudes towards war in an insightful way	**Perspectives of War- Narrative Writing** This unit allows students to use their knowledge of different attitudes to conflict, and contextual factors of global conflicts, to craft a narrative. Students will explore the impact of narrative voice as well as exploring personified voices and dual narratives. Writing will continue to be the 'voice of a generation' to present ideas about war from a child's perspective.	**Exploring Poetry- Unseen / Power and Conflict** This unit begins with an exploration of approaches to unseen poetry. The focus is on developing key reading strategies and specific methods such as imagery, semantic fields, and focus shifts, to analyse any unseen poem. Later, students will explore the universal themes of power and conflict. Students will focus on how poets present ideas about aspects of human nature, making comparisons of methods, themes, and ideas. Ideally, students will also consider typicality of craft by exploring the context of poets and completing wider reading.	**Modern Text- 'An Inspector Calls'** This unit explores the concept of social responsibility and the relevance of this theme even today. Students will explore political views and how these ideas are communicated through characters, setting, and dramatic devices. Students will know how to approach questions that require a good knowledge of an entire text.
Maths	Number, powers, roots and rounding Algebra – the basics	Drawing and interpreting tables, bars and charts Fractions, decimals, percentages	Equations, inequalities and sequences Angles, parallel lines, trigonometry, Pythagoras Equation of a circle, rates of change, areas under graphs	Angles, polygons and parallel lines Real-life and linear, quadratic and cubic graphs	Averages and range, sampling and analysing data Perimeter, area and volume, circles, spheres, cones, accuracy and bounds	Perimeter, area, volume, circles, spheres, cones, accuracy and bounds Real-life graphs Straight-line graphs
Science	**Work**	**Heating and Cooling**	**Maths in Science** **Cell structure:** Eukaryotes and prokaryotes	**Atomic structure and the periodic table** **Energy**	**Organisation** **Bonding, structure and the properties of matter**	**Electricity** **Infection and response**

	Explain how an electric motor raising a weight is doing work.	Investigate how to prevent heat loss by conduction, convection and radiation.				
History	**War and Conflict Part 1 : WW1** Causes of WW1 Trench Warfare Life in Britain Impact on Women	**War and Conflict Part 1 : WW1** General Haig and the Battle of the Somme The Ending of the War The Significance of the First World War	**Interwar Years 1918 – 1939** Russian Revolution 1917 Weimar Germany Rise of the Nazis Life in Nazi Germany	**War and Conflict Part 2 : WW2** Causes of WW2 Appeasement Dunkirk Battle of Britain and The Blitz Invasion of Russia Pearl Harbour and the Entrance of the USA in the War	**War and Conflict Part 2 : WW2** The Holocaust Ending of the War in Europe Ending of the War in the Pacific	**Post-war Britain** Labour Party Success 1950s Affluence Teenage Rebellion and Pop Music Women's Liberation Movements 1970s Britain
Geography	**Population & Urbanisation** Challenges in Southampton Urban landscapes Fieldwork: carry out an investigation of the city of Southampton	**Ecosystems** Link climate and biomes Processes within ecosystems Ecosystem use and management Changes in rural areas	**Weather and Climate** UK climate Climate zones Weather hazards – Hurricane Sandy, High Pressure Glaciation Climate Change	**Energy & Environment** Global warming Attitudes to climate change Managing climate change in the UK	**World Development** Global patterns of development Globalisation Causes and effects of uneven development Aid	**Global issues** Students can pick a global issue of their choice and justify the importance of the issue in a global context.

RE	**Religion and Relationships** Issues: Sex, marriage, parenting and divorce Concepts: celebration, changing emotions, specialness, family, loyalty, identity, community, love, symbols, sacred, ceremony, covenant, faith, free will	**Issues of Life and Death** Issues: Just War, pacifism, euthanasia, abortion Concepts: peace, justice, compassion, interpretation, suffering, loyalty, belief, identity, good and evil, community, sacrifice, freedom, forgiveness, love, prejudice, sacred, faith, ahimsa, agape, free will Creation – storytelling, belief, imagery, God, myth, life and death Revolution – change, authority, freedom, faith, revolutionary scientists including Darwin	**Issues of good and evil** Issues: Types of crime, aim of punishment, capital punishment, religious offence, Types of drug, effects of drug abuse, religious teachings Concepts: peace, justice, compassion, authority, suffering, good and evil, community, freedom, purpose, forgiveness, love, hope, prejudice, salvation, sin, atonement, redemption, repentance, reconciliation, karma, sharia, free will, life and death, change, identity, sacred, stewardship, faith		**Religion and Human Rights** Issues: Universal convention on Human Rights, protest, MLK, Gandhi, Amnesty International Concepts: symbol of light, peace, justice, identity, community, freedom, prejudice, stewardship, free will	
Character and Culture	**Healthy World** responsible health choices, self-harm, managing anxiety, illegal drug taking, active listening, self-image online, importance of sleep	**Relationships in the Wider World** influences of alcohol and drugs on our behaviour, contraception, STIs, LGBT community, resisting peer pressure	**How the Law Protects Us** recognising and preventing radicalisation, extremist groups and how they operate, FGM, County Line, honour based violence, acid attacks	**Careers, Finance and Opportunities** employability skills, is university accessible to everyone?, how does going to university develop our LORIC skills, financial exploitation	**LORIC and Aspirations** targets and goals in preparation for KS4, skills and attributes employers look for, career opportunities, college courses, employment pathways	**Media and its impact** implications of cyber-bullying, sharing images online, cat fishing, promoting inclusion and challenging discrimination online

Art	**Portraits and Identity** Students will explore portraits within historical, social and cultural context. Drawing features - portrait-drawing techniques: learn how to draw the proportions of the face. Explore the work of artists Luke Dixon, Tracy Emin, Edvard Munch and other contemporary artists.	**The Day of the Dead** ???????	**Pop Art – Exploring Art in the age of consumerism** Students will learn to draw from primary and secondary sources and revisit use of tone to create form. They will explore what makes a good still life, symbolism in still life and Pop Art within historical, social and cultural context. Artists: Andy Warhol, Roy Lichenstein, Claes Oldenberg, Patrick Coulfield.			
Computer Science (on rotation each term)	**Understanding Computers** Students will be taught about the different types of computer hardware and how computers process information (binary) They will explorer some ideas around future developments in Computing	**Coding with Python** Students will learn and understand key programming concepts such as variables, sequencing, selection and iteration in this coding unit.				

Dance (on rotation each term)	**Emancipation of Expressionism** Students will learn to choreograph movement material using Emancipation of Expressionism as a stimulus.	**Musical Theatre** **'Hairspray'** In this unit, students will explore and appreciate the musical theatre style of dance and apply performance skills to a set (teacher taught) routine. They will work in small groups to improve performance skills using the resources of the dance studio (mirror, music, iPad etc) and explore different performance environments used in dance/musical theatre.	**Capoeira** Dancers will gain knowledge and understanding of the origins and features of Capoeira and will be taught the basics of Capoeira, a martial art form of Dance. They will demonstrate an understanding of spatial awareness, including both personal and group space, as well as developing coordination, control, balance, precision and accuracy. Students will choreograph using the Capoeira movement vocabulary and own ideas.			
Drama (on rotation each term)	**Dramatic Tension** Students will explore how tension in drama can be created through character and circumstance, timing, voice, pace and lighting	**Brecht** Students will learn to define and demonstrate a range of non-naturalistic techniques whilst developing an understanding of the influence of the director 'Brecht' – on modern theatre. Students will explore non-naturalistic techniques used in the play 'Bouncers by John Godber.	**Devising** In this final unit, students will explore ideas related to the theme 'Visions of the Future' to create an extended improvisation.			
Design & Technology (on	**Tea-Light** Design Movements /Iconic Designs	**Child's Toy** 2D/3D Drawing Identifying a client need				

rotation each term)	Understand what is known as a design 'classic'.	Using different types of drawing to promote and construct a product.				
Food Technology (on rotation each term)	**Hygiene-** Routines of washing hands Equipment in room How lessons work Safety when working with food					
French						
Music (on rotation each term)	**Rehearsal Skills** This is a skills based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. The core knowledge learnt in this unit will relate to health and safety aspects of rehearsal (in preparation for KS4).	**Preparing for Live Performance** This is a skills based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. Throughout this unit, pupils will focus on refining their 'stage craft'. Students will explore the live work of a variety of contemporary musicians and explore what makes for a successful performance.				