

Y9 Curriculum 2018/19						
	Mastery Cycle 1		Mastery Cycle 2		Mastery Cycle 3	
<b>Science</b>	Biology - Cell Structure Physics - Motion Chemistry - Atomic Structure, Separating Techniques, Chemical Calculations		Biology - Digestion, Respiration, Photosynthesis Physics - Particles and Heating Chemistry - The periodic table		Biology - Interdependence Physics - Waves and EM Spectrum Chemistry - Ionic and Covalent bonding After AP - Cell division and mitosis	
<b>English</b>	Literature: Jane Eyre	Literature: Jane Eyre	Literature: Shakespeare (Romeo and Juliet)	Literature: Shakespeare (Romeo and Juliet)	Literature: Poetry	Literature: Modern Novel
	Drama: Jane Eyre	Drama: Jane Eyre	Drama : Shakespeare	Drama : Shakespeare	Drama : Performance Poetry	Drama : Scriptwriting
	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure
	Literacy and Grammar: Mastery writing	Literacy and Grammar: Mastery writing	Literacy and Grammar: Mastery writing	Literacy and Grammar: Mastery writing	Literacy and Grammar: Mastery writing	Literacy and Grammar: Mastery writing
<b>History</b>	<b>French Revolution</b>	<b>Industrial Revolution</b>	<b>British Empire</b>		<b>The Great War</b>	<b>WWII and the Holocaust</b>
	- Unrest in 18th Century France - Causes of the Revolution - The Bastille and the Great Fear - Case study: The Declaration of Rights of the Man and the citizen - Rise of Napoleon - Napoleonic Europe	- Growing population - Changes of the Revolution - Coal industry - Living conditions in 18th Century London - Case study: Enfield	- Early mercantile Empire - Reasons for the growth of Empire - Expansion into Asia and Africa - Impact of Empire on England - Interpretations of Britain's role in India - Case study: East India Company and India		- Concert of powers in early 20th Century Europe. - Russian Revolution - Causes of WW1 - Key battles and developments in technology and medicine - Treaty of Versailles	- Outbreak of WWII - Historic roots of Anti-Semitism - Nazi policies on Judaism - Case study: victims and perpetrators 1943-45
<b>Geography</b>	<b>Development</b>	<b>Globalisation</b>	<b>Hazard</b>		<b>Fragile Earth</b>	<b>Spaceship Earth</b>
	- What is development? - LEDCs and MEDCs - Development indicators - Challenges and opportunities for measuring Development - Case study: Rwanda - Case study: USA	- What is globalisation? - Opportunities and globalisation - Case study: Made in China - Problems with globalisation - Globalisation and the race to the bottom - How global are we really?	- What is a hazard? - Tectonic hazards - Volcanoes physical geography - Managing volcanic hazards Case study LEDC: Pinatubo 1991 Case study MEDC: Iceland 2010 - Earthquakes physical geography - Managing earthquakes - Case study LEDC: Nepal - Case study MEDC: Japan		- Symbiosis of human and physical environment - Case study: Amazon rainforest *physical Geography *Impact of deforestation and global trade - Case study: Ocean *physical Geography *Impact of pollution	- Concept of spaceship Earth - Data and Geographical predictions - Case study: Mapping the global impact of recycling - Solutions from Geographers
<b>PRE</b>	<b>Life and Death</b>		<b>Christianity: Afterlife</b>		<b>Buddhism: Afterlife</b>	
	Relationships and risk- Diogenes -Recap of philosopher body -Death and grief- 5 stages of grief -Children's books- how they tackle grief and comparison of messages -What happens when we die? Atheist/ theist/agnostic and Stephen Hawking's view -Evidence for the afterlife- holy books, ghosts, NDEs and past life memories -Debate		Recap Christian beliefs -Christian denominations -Heaven and Hell with supporting evidence from the Bible -Would a loving God send people to Hell? -Introduction to the Bible -Parable of the Sheep and the Goats (Matthew 25) -Death of Jesus- crucifixion -Resurrection of Jesus- Luke 24		Life of the Buddha -Enlightenment and the Four Noble Truths -Impermanence (annica) and suffering -Rebirth and the story of Kisa Gotami -Comparing Christian ideas and Buddhist ideas of the afterlife	
<b>Maths</b>	<b>Graphs and proportion.</b>	<b>Algebraic expressions.</b>	<b>2D Geometry</b>	<b>Equations and inequalities.</b>	<b>Geometry</b>	<b>Statistics</b>
	- Cartesian coordinates. - Linear graphs. - Direct and inverse proportion. - Calculating with scales. - Standard form.	- Sequences including arithmetic and geometric. - Algebraic manipulation. - Changing the subject of a formula. -Expansion. -Factorisation.	- Construction and loci -Triangles and quadrilaterals. (Angles on diagonals). - Congruence and similarity. -Angles in polygons.	- Constructing and solving equations and inequalities. -Graphical solutions to simultaneous linear equations. * Quadratics and other graphs.	- Pythagoras' theorem. - Exploring trigonometry with a 30/60/90 triangle. - Transformations (translation, rotation, reflection). Use known angle and shape facts to obtain simple proofs.	-Probability. -Mean of grouped data -Comparing 2 data sets. -Stem and leaf diagrams. -Scatter graphs.
<b>Music</b>	<b>Pachelbel's Canon</b>		<b>Dance music</b>		<b>Reggae</b>	
	-Play Pachelbel's canon as a class (an arrangement for own instruments). -Listening to and identifying ways of varying music (e.g. adding notes, drones, changing key) -Using variation techniques to create remixes of Pachelbel's Canon using new music technology. -Learning about Logic Pro and how important it is to the music industry.		-Learning about different types of dance music. - Exploring each style through performance, composition and listening. - Composing dance music pieces in groups and performing them.		Pupils will learn about the cultural background and context of Reggae as well as the key stylistic features. Pupils will perform a typical Reggae song Three Little Birds by Bob Marley in groups. Pupils will create reggae covers of popular songs.	
<b>PE</b>	<b>Badminton or Netball</b>		<b>Badminton or Netball</b>		<b>Athletics</b>	
	<i>Theory Strand:</i> - The cardiovascular system OR - The muscular system		<i>Theory Strand:</i> The cardiovascular system OR The muscular system		<i>Theory Strand:</i> The skeletal system. Review AP1 and AP2 content (AP Prep)	
<b>French</b>	<b>Les vacances</b>		<b>Oradour-sur-Glance</b>		<b>French Art</b>	
	<b>Language content</b> Types of holidays Accommodation Transport Food Countries Sports and hobbies Weather  <b>Cultural content</b> Weather and geography of France Different types of holidays in France	<b>Language concepts/grammar</b> V: past tense verbs with etre, irregular future and conditional verbs T: present, past, future, imperfect, conditional A: agreement and placement O: Complex opinions and justifications C: connectives and intensifiers Je peux + infinitive, 'en' pronoun	<b>Language content</b> <b>Town</b> Feelings  <b>Cultural content</b> History of WW2 and its impact on France History of Oradour French poems on Oradour	<b>Language concepts/grammar</b> V: avoir and etre in the imperfect tense T: present, imperfect, conditional, conditional past A: Agreeing complex adjectives, position O: Giving opinions in different tenses C: connectives and intensifiers Complex negatives	<b>Language content</b> Centuries and numbers Daily routine Shapes and colours Physical description and personality School subjects  <b>Cultural content</b> French artists such as Matisse French film ( les Choristes)	<b>Language concepts/grammar</b> V: Consolidation of common GCSE verbs (including irregular verbs) in different tenses T: Present, past, imperfect, proper future tense, conditional A: agreement and placement O: opinions and justifications C: connectives and intensifiers
<b>Art</b>	<b>Ink Creatures</b>		<b>Mixed Media Journeys</b>		<b>3D Fantasy Shoes</b>	
	- What are creatures? What is Surrealism? - Creating tone, pattern and texture using pen and ink (with sticks and straws) -Researching and using relevant artists and sources for inspiration to create a unique and surreal creature -Creating a final ink creature drawing		-What is Mixed Media? -Using collage techniques to create a personal journey image -Researching and studying relevant mixed media artists (along the theme of journeys) -Creating a final journey collage on a piece of cardboard, applying relevant techniques		-What is clay? How can I use it successfully? - How can I convey the theme 'Fantasy' within my shoe design? -Researching and studying relevant 3D artists (who use clay and create shoes) -Development of the formal elements (form and texture in particular) -Creating and presenting a personal final 3D clay shoe	