LONGHILL

HIGH SCHOOL

Year 9
Curriculum Map
2020 - 2021

Contents: Year 9

Curriculum Design

The following times are spent on each subject in year 9 per fortnight

Maths	9 hours
English	9 hours
Science	10 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
Option Subjects	4 x 4 hours

Students are set for English, Maths & Science.

Students are taught in different classes in PE, RE & PSHE.

Target Grades

From the SAT results achieved at primary school, students are set a **target grade** for each subject. These are aspirational grades which every student should aim for. Students are then assessed on the grade they are forecast to achieve. These are called the **forecast grades**.

The school report compares their forecast grades with their target grades.
If students reach their target grade their GCSE results would be above the national average.

The grades for most subjects represent the 9-1 GCSE grades, with 9 being the highest. Below is how other subjects such as BTECs that do not use the 9-1 grading system are scored.

Attainment point values	9 -1 GCSE Grades	Creative iMedia Performing Arts Music Sports Studies	Child Care
9	9		
8.5		D*2	
8	8		
7	7	D2	A*
6.25			A
6	6		
5.5		M2	B
5	5		
4.75			C
4	4	P2	D
3	3		
2	2		
1.25		P1	
1	1		

5. Curriculum Map for Year 9 English

Number of hours per fortnight	9
Exam board	
How course is assessed	

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Learning overview:** Reading and analysing the play 'Blood Brothers' by Willy Russell and a range of 20th century non-fiction. **Knowledge taught:** Social class system (hierarchy), redemption, tyranny of leadership, powerful dominate the weak, justice and responsibility. **Skills:** Evaluation of Russell's methods and intentions; developing critical arguments; retain & retrieve information. Developing writing skills. **Memory Platforms:** Reading, writing and retrieval of information skills, linking information across a text.	**This scheme develops** Year 8 reading and writing skills, making explicit links with students' Yr8 texts. Reading for pleasure and developing critical reading skills. **This is taught now because** it allows for building transferable knowledge for 'An Inspector Calls' and power and conflict poetry at GCSE. **This is taught before Sherlock Holmes and Dickens' fiction extracts schemes of work because** students recall and practise their analytical reading. Linking thematically between texts – social class/responsibility and genre/form. **This is then developed in Y10** by study of whole novels such as A Christmas Carol. **Why are we teaching these topics?** Students can experience a range of authors' work from different historical periods, broaden their vocabulary and analyse the way in which different authors write.	Analysis of language and structure, comparison, evaluating views and methods against a statement, writing to describe, narrate or present a point of view. Application of social and historical context.
Spring Term	**Learning overview:** Study of Sherlock Holmes short stories, a range of Dickens fiction extracts, love and relationships poetry and a range of 19th century non-fiction extracts. **Knowledge taught:** Literary conventions; structures of a range of text types. Social and historical contexts, crime thriller genre form, social class system (hierarchy). **Skills:** Evaluation of writers' methods and intentions; developing critical arguments, retain & retrieve information. Developing writing skills. Reading 'unseen' poetry. **Memory Platforms:** Reading, writing and retrieval of information skills, linking information, themes and ideas across text types.	**This scheme develops** confidence in critical reading skills in the Autumn term. Links back to the study of poetry in Yr 8. **This is taught now because** it offers insights into thematic and linguistic links across the texts. It builds transferable knowledge for 'A Christmas Carol' and power and conflict poetry at GCSE. **This is taught before Shakespeare tragedy extracts, DNA and 21st century non-fiction because** students gain confidence with a range of genres and forms. Social and historical context and its importance also links into the Summer term texts. **This is then developed in Y10** by study of a range of unseen poetry in the anthology, fiction and non-fiction extracts in Language. Study of A Christmas Carol for Literature GCSE. **Why are we teaching these topics?**	Analysis of language and structure, comparison, evaluating views and methods against a statement, writing to describe, narrate or present a point of view. Application of social and historical context.

		Experience of a range of text types including our literary and cultural heritage. Students should be able to link texts and their authors to intentions, rather than reading at surface level.	
Summer Term	**Learning overview:** Shakespeare extracts tragic heroes, play 'DNA' by Dennis Kelly, 21st century non-fiction. **Knowledge taught:** Conventions of tragedy. Transferable knowledge to 'Macbeth'. **Skills:** Critical evaluation of writers' methods learning how to revise. **Memory Platforms:** Reading, writing and retrieval of information skills, linking information, themes and ideas across a text.	**This scheme develops** confidence in critical reading skills, explicit teaching of elements of tragedy. **This is taught now because** the breadth of texts studied offers a range of writers' methods to be appreciated; allows students historical and political insight into texts they will study at KS4. **This is taught before students move into Year 10 because** students develop their sense of social, historical and political context before reading 'Macbeth'. **This is then developed in Y10** by study of 'An Inspector Calls' and Language writing skills for paper 2. **Why are we teaching these topics?** Experience of a range of Shakespearean texts and a modern play to build confidence but also their cultural, historical and literary understanding and frame of reference.	2-3 weeks revision and final end of year exam.

6. Curriculum Map for Mathematics Year 9

Number of hours per fortnight	9
Exam board	Edexcel
How GCSE course is assessed	100% exam 3 papers of 80 Marks, 1 non calculator, 2 calculator. All 90 minutes

Learning overview:
GCSE mathematics should enable students to: Develop fluent knowledge, skills and understanding of mathematical methods and concepts. Acquire, select and apply mathematical techniques to solve problems. Reason mathematically, make deductions and inferences and draw conclusions. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. Students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to recall, select and apply mathematical formulae. Design of the schemes of learning: Connections Are made between concepts and forms of representing mathematics (for example, number sequences, expressions, equations and graphs). Creativity: Students are encouraged to be creative by asking their own questions, making conjectures and reflecting on processes. Mastery: longer periods of time on one key concept linked to different topics; intervention aimed at students who do not reach minimum level. Inter-leaving: Concepts arise in different contexts at different times; applications and context are not presented in one block.
Aims and content integrated through the pedagogies. Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Knowledge and Skills taught Foundation Tier:** *Number:* Functions, Highest Common Factor, Lowest Common Multiple, Rounding, Special Numbers in Maths. Standard Form. Surds *Algebra:* Algebraic expressions. Simplifying expressions, Substitution, Formulae, Expanding brackets, Factorising. Using expressions and formulae *Graphs, Tables and Charts,* Frequency tables, Two-way tables, Representing data, Time series, Stem and leaf diagrams, Pie charts, Scatter graphs, Line of best fit **Knowledge and Skills taught Higher Tier:** *Number:* Number problems and reasoning. Place value and estimating. HCF and LCM. Calculating with powers. Zero, negative and fractional indices. Powers of 10 and standard form. Surds. Accuracy *Algebra:* Algebraic indices: Expanding and factorising. Equations. Formulae. Linear sequences. Non-linear sequences	***Number*** This links to KS3 by building on students' number sense, fluency with times tables and understanding of prime numbers. This is taught now because it underpins all of the other learning on the GCSE curriculum. This is taught before algebra because it is a required prerequisite. This links to careers by supporting general employment, the use of numbers is required in most fields. This is then developed in Y11 by developing problem solving and mathematical explanation skills. This allows students to reason mathematically, allowing them to solve various numerical problems both within Mathematics and other STEM subjects. ***Algebra*** This links to KS3 by building on some of the essential number and algebra skills developed in years 7 and 8, including brackets, equations, inequalities, solving, expanding and factorising. It also develops the skills gained in the previous year 9 number unit by transferring them from number to algebra. This is taught now because good algebraic understanding is necessary for progression. This is taught before equations and inequalities because it is required knowledge. This links to careers by supporting anyone who ends up in the engineering field. This is then developed in Y11 by building on the foundation of algebraic understanding to explore more complex algebraic concepts This allows students to develop an understanding of forming generalisations which is central to mathematical reasoning and communication. ***Graphs, Tables and Charts***	Graded topic assessment after each Chapter

	Interpreting and representing data: Statistical diagrams. Time series. Scatter graphs. Line of best fit. Averages and range. **Memory Platforms:** Skills learned last lesson, last week, last term.	This links to previously taught conversion and proportion graphs and linear graphs in year 8, which have introduced students to reading, drawing and interpreting graphs, as well as the representing data unit which introduces correlation, discrete and continuous data. This is taught now because it prepares students for the averages and range topic in the summer. This is taught before averages and range because it is prerequisite knowledge. This links to careers by supporting anyone who wants to work with data or statistics. This is then developed in Y11 by developing a deeper understanding of graphs and other forms of data representation. Being able to represent and interpret data graphically or otherwise is essential to clear and successful mathematical communication.	
Spring Term	**Knowledge and Skills taught Foundation Tier:** *Fractions and percentages*: Operations with fractions. Fractions, decimals and percentages. Calculating percentages *Equations, inequalities and sequences:* Solving equations including brackets. Introducing inequalities. Formulae. Generating sequences. Using the nth term of a sequence. Geometric sequence *Angles:* Properties of shapes. Angles in parallel lines and triangles. Exterior and interior angles. Geometrical patterns **Knowledge and Skills taught Higher Tier:** *Fractions, ratio and proportions, decimals and percentages* *Angles and trigonometry:* Angle properties of triangles and quadrilaterals. Interior and Exterior angles of a polygon. Pythagoras' theorem. Trigonometry *Graphs:* Linear graphs. Graphing rates of change. Real-life graphs. Line segments. Quadratic graphs. Cubic and reciprocal graphs **Memory Platforms:** Skills learned last lesson, last week, last term.	***Fractions and percentages*** This links to KS3 by building on previous work developing students' understanding of fractions, the equivalence between fractions decimals and percentages and manipulating fractions using the four operations. This is taught now because it leads onto equations and inequalities. This is taught before equations and inequalities because it allows deeper understanding of this topic. This links to careers by supporting anyone who wants to be an accountant. This is then developed in Y11 by incorporating fractions and percentages into more complex problem solving and other topics. An understanding of parts and proportion is essential for mathematical fluency and applicable to many other topics ***Equations, inequalities and sequences*** This links to KS3 by building on the skills students have gained in algebra in manipulating terms and expressions, including with brackets, as well as students' understanding of the equals sign within number and algebra. This allows students to develop their understanding of equality and inequality. This is taught now because it is key to the GCSE curriculum. This is taught before angles because it allows students to then solve algebraic angles problems. This links to careers by helping with computer programming and data analysis. This is then developed in Y11 by solving complex equations and inequality problems. This knowledge helps students tackle a range of mathematical problems. ***Angles*** This links to previously taught classifying and measuring angles, recognising types of shape, angles round a point and on a straight line and angles on parallel lines. This is taught now because it prepares students for further work with shape. This is taught before perimeter, area and volume because it links the two topics. This links to careers as its often used by architects and employees in construction. This is then developed in Y11 by exploring circle theorems and geometric proof. This topic provides a foundation for students to gain an understanding of geometry. ***Trigonometry*:** This links to KS3 by building on students' knowledge of angle facts and properties of shapes, and allowing them to apply this knowledge to solve more complex problems. It also deepens students' skills in algebraic manipulation. This is taught now because it requires a secure knowledge of angles and fractions. This is taught before transformations because it allows trigonometry to be used in bearings and 3D	Graded topic assessment after each Chapter

		This links to careers by supporting students with careers in project management or architecture or engineering. This is then developed in Y11 by exploring circle theorems and geometric proof. This topic allows students to gain an insight into more complex geometry. ***Graphs:*** This links to previously taught conversion and proportion graphs and linear graphs in year 8, which have introduced students to reading, drawing and interpreting graphs, as well as skills in algebraic manipulation. This is taught now because it leads onto further study in year 11. This is taught before year 11 because it is then developed in later study. This links to careers by supporting students who want to work in navigation at sea, or presenting data. This is then developed in Y11 by developing a deeper understanding of graphs and other forms of data representation. Being able to represent and interpret data graphically or otherwise is essential to clear and successful mathematical communication	
Summer Term	**Knowledge and Skills taught Foundation Tier:** *Averages and range:* Mean, mode, median and range. Estimating the mean. Sampling *Perimeter, area and volume*. Rectangles, parallelograms and triangles. Trapezia and changing units. Area of compound shapes. Surface area of 3D solids. Volume of prisms. More volume and surface area **Knowledge and Skills taught Higher Tier:** *Area and volume:* Perimeter and area. Units and accuracy. Prisms. Circles. Sectors of circles. Cylinders and spheres. Pyramids and cones *Transformations and constructions.* 3D solids. Reflection and rotation. Enlargement. Transformations and combinations of transformations. Bearings and scale drawings. Constructions. Loci **Memory Platforms:** Skills learned last lesson, last week, last term.	***Averages and range:*** This links to KS3 number work on the four operations and directed number, as well as the year 9 topic on graphs, tables and charts. This is taught now because it prepares students for further statistics work. This is taught before Year 10 because it prepares students for further statistics work. This links to careers by supporting anyone looking for a career in data and statistics. This is then developed in Y11 by developing a deeper understanding of interpreting data. Being able to analyse and interpret data by using averages or otherwise is essential to an understanding of statistics both in day to day mathematical communication and in more complex fields within mathematics, economics and the sciences. ***Perimeter, area and volume*** This links to KS3 by building on skills taught in the developing geometry unit and applying these ideas to more complex shapes. This is taught now because it provides the foundation for further shape work in year 10. This is taught before the same topic in year 10 because it is important prerequisite knowledge. This links to careers by supporting those working in real estate or construction. This is then developed in Y11 by applying a knowledge of shape to more complex problems. This allows students to understand properties of shapes, contributing both to a knowledge of geometry and to attaining practical skills of measurement. ***Transformations and constructions:*** This links to the previous unit on area and volume, and the unit before on graph. It also incorporates ratio and proportion, right angled triangles and angles. This is taught now because it requires lots of skills already covered. This links to careers by helping those wanting a career in logistics or architecture. This is then developed in Y11 by applying these skills to harder problems. This develops students' understanding of relationships between shapes and spaces which is applicable both within mathematics and other fields, such as design, navigation and computing.	Graded topic assessment after each Chapter. Graded end of year test.

7. Curriculum Map for Year 9 Combined Science Trilogy

Number of hours per fortnight	10
Exam board	AQA
How course is assessed	6 x 75 min exam in y11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Paper 1 Chemistry and Paper 1 Physics. One teacher will teach the Chemistry content while the other will teach the Physics content. **Knowledge taught:** Students study the basic concepts and skills needed in the following topics. ● **Chemistry:** Atoms and the Periodic Table, Bonding, Chemical and Energy Changes. ● **Physics:** Energy, Electricity, Matter **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a foundation knowledge of the skills and topics to be developed further in y10 and 11** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are inherently of value to a student who is to be well informed about the functioning of the universe. They will also allow students to develop the skills needed to succeed in their exams. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 60 minute end of term test in Chemistry and Physics.

Spring Term	**Learning overview:** Paper 1 and 2 Biology. One teacher will teach the Paper- 1 content while the other will teach Paper -2 content. **Knowledge taught:** Students study the basic concepts and skills needed in the following topics. ● **Paper 1:** Cells and Cell Function, Human Biology and Health ● **Paper 2:** Bioenergetics and Classification, Relationships in the ecosystem **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a foundation knowledge of the skills and topics to be developed further in y10 and 11** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are inherently of value to a student who is to be well informed about the functioning of the universe. They will also allow students to develop the skills needed to succeed in their exams. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 60 minute end of term test in Paper 1 and Paper 2 Biology
Summer Term	**Learning overview:** Paper 2 Chemistry and Paper 2 Physics **Knowledge taught:** Students study the basic concepts and skills needed in the following topics. ● **Chemistry:** Rates of Reaction, Organic Chemistry, Analysis and the Environment ● **Physics:** Forces, Motion, Waves	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a foundation knowledge of the skills and topics to be developed further in y10 and 11** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are inherently of value to a student who is to be well informed about the functioning of the universe. They will	Regular in class formative assessment by use of green feedback sheets. 60 min end of term test in Chemistry and Physics.

	Skills: Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	also allow students to develop the skills needed to succeed in their exams. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	

8. CORE PE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

9. PHSE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

10. Curriculum Map for Year 9 Core Religion and Ethics

Number of hours per fortnight	2
How the course is assessed	Not assessed

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** A study of human rights issues in the world **Knowledge taught:** The dignity, rights and responsibilities of human beings**;** political systems; human rights violations; human rights activism; religious teachings (Christian) on human rights and the influence of religious beliefs on the development of human rights; religious freedom; exploitation of the poor. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to concepts of justice taught in Year 8/9 "Crime and Punishment" and Year 9 GCSE course "Peace and Conflict".	
	Learning overview: An exploration of the reasons for cultural diversity and multiculturalism in the UK **Knowledge taught:** The reasons for immigration to the UK after WW2; the disadvantages and benefits of immigration; multiculturalism; the effects of immigration. **Skills:** Ethical teachings; developing and evaluating arguments; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to History curriculum.	

Spring Term 2	**Learning overview:** A study of the impact of religion in UK society **Knowledge taught:** The influence of religion on culture; festivals and rites of passage; the role of religion in the UK – care for the poor, the use of religious buildings, religious teachings about caring for the poor. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to learning about religions (Christianity, Buddhism and Islam) in Year 7 and 8; develops on from the unit on human rights and diversity.	
Summer Term 3	**Learning overview:** A study of the issue and effects of prejudice in UK society **Knowledge taught:** Prejudice and discrimination; equality legislation and hate crime; religious teachings on prejudice; stereotypes; institutional racism; sexism and feminism; Islamophobia. **Skills: E**thical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to previous topics in Year 9 on human rights; immigration; diversity of religion and multiculturalism.	

11. Curriculum Map for Fine Art Year 9

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	Students progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** **Project 1 – Cubism and Still Life (2 and 3 dimensional media).** To revisit the formal elements of Art; shape, line, form, colour, tone and texture. To further enhance their observational drawing skills through working directly from Still Life setups, mixed media developmental studies **Knowledge taught:** Still life Observational drawing, working with Scale, colour and composition. Colour theory. Students will develop their critical awareness by studying the artwork of Dutch Golden Age Still Life and Picasso and Cubism. **Skills:** Observational drawing, experimenting with different compositions, collage, transforming scale, printmaking, watercolour and acrylic painting techniques.	Students will be introduced to the GCSE Assessment Objective Criteria. **This is taught now because** Revisiting Still Life allows students to track their own progress with observational drawing since Y7. Still life is an ideal theme to explore and develop painting and drawing techniques, and the perfect starting point to develop ideas for printmaking and sculpture. Essentially we are building upon and working in more depth with processes and techniques introduced in KS3. **This links to careers by** It would be impossible to access any creative careers in art and design without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** This project is a microcosm of the whole GCSE course and the design of term one curriculum provides a working structure for students to use in Y11. **Why are we teaching these topics?** To strengthen and develop key learning from KS3. To introduce students to creative processes and techniques which help them develop their ideas and realise intentions. To build up their portfolio work. The project covers all four assessment objectives in Art and Design GCSE. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Making and understanding art helps develop students' ability to express themselves allowing them to become more skilful, articulate and confident. There are many links with this project and the wider curriculum: Artist research and analysis (English and History). Working with measurement, precision and scale (Maths, Design Technology). Working with colour theory (Science).	**GCSE assessment criteria will be applied to the following student outcomes:** Still life Observation drawing. Developmental studies. Mixed Media or Tonal painting. Prints. Cardboard relief Art history analysis and studies. Self /Peer and teacher marking and feedback

Spring Term	**Learning overview:** **Project 2 – Fauvism and the Portrait** Self portrait drawing, painting and printmaking. **Knowledge taught:** Anatomy of the face, Colour Theory **Skills:** Measured line drawing, rendering techniques for skin, hair etc. Watercolour Painting techniques. Collage. Printmaking process. Acrylic Painting techniques.	**This is taught now because** To strengthen and build upon skills and knowledge gained in KS3. Portrait and figure drawing is a "Stretch and Challenge" activity pushing and improving students skills at all levels. Using Fauvism to contextualise the work is an effective way to teach colour theory and develop our students' painting expertise. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Many students go on to develop portfolio and exam work based on the portrait and the figure in Y11. **Why are we teaching these topics?** Developing and embedding key learning from KS3. To stretch and challenge our students. Observational face and figure drawing requires skill, problem solving, sensitivity and focus. The more students practice these types of activities the more rapid their progress. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Fauvist analysis and research connects with History and English. Students study the structure and anatomy of the face, colour theory and optics which overlap with Science and Maths.	**GCSE assessment criteria will be applied to the following student outcomes:** Self portrait drawings front and Profile. Watercolour and collage studies. Prints, A3 Acrylic Portrait paintings in the Fauvist style. Fauvist analysis and studies. Self / Peer Assessment Teachers marking and feedback
Summer erm	**Learning overview:** Biosphere project, further visual exploration of the local protected coastline and other marine environments. **Knowledge taught:** Key Artists: Karl Blossfeldt, Anya Gallaccio, Ernst Haeckall, Andy Goldsworthy, Richard Long, Giuseppe Penone, Peter Randall Page, Ernesto Neto, and Louisa Bourgeois. Students will be asked to explore and experiment with the following materials, processes and ideas. Use of Found materials Texture Surface pattern **Skills:** Observational drawing, Collage, Printmaking Sculpture and ceramics.	**This is taught now because** At this point in the year we revisit Landscape and the Environment and build on previous knowledge covered in Y7 and 8 about the local biosphere. **This links to careers** It would be impossible to access any creative careers in art and design without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Many students develop work based on the natural world for their portfolio and exam in Y11. Students are encouraged to work sustainably using recycled materials especially when working with sculpture. **Why are we teaching these topics?** Building on previous knowledge and refining students' ability to work across media. This project relies more on students' independent working skills and is designed to encourage individual and personal responses and exploration. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The project deepens students' awareness and understanding of environmental science. Sculptural work involves mathematical problem- solving; artist research develops critical awareness and students research, literacy and oracy skills.	**GCSE assessment criteria will be applied to the following student outcomes:** Observational studies of natural forms. Printmaking and collage Sculpture/ceramics Artists research Self / Peer Assessment Teachers marking and feedback

12. Curriculum Map for 3D Art Year 9

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	Students' progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** **Project 1 –Scale and Objects (2 and 3 dimensional media).** Students will make studies from small hand sized objects. These will be developed into small scale macquettes and then into large scale sculptures using constructive materials such as cardboard, willow sticks, papier mache and modroc. **Knowledge taught:** The theoretical aspects of observational drawing, transforming scale, line, tone and texture. Students will develop their critical awareness by studying the artwork of Claus Oldenburg. **Skills:** Observational drawing, experimenting with mixed media and bas relief. Transforming scale in 2 and 3D, cardboard construction, papier mache and modroc.	Students will be introduced to the GCSE Assessment Objective Criteria. **This is taught now because** Revisiting observational drawing allows students to track their own progress with observational drawing since Y7. Working with objects and scale is an effective introduction to working in sculpture. **This links to careers by** It would be impossible to access any creative careers in art and design without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** This project is a microcosm of the whole GCSE course and the design of term one curriculum provides a working structure for students to use in Y11. **Why are we teaching these topics?** To strengthen and develop key learning from KS3. To introduce students to creative processes and techniques which help them develop their ideas and realise intentions. To build up their portfolio work. The project covers all four assessment objectives in Art and Design GCSE. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Making and understanding art helps develop students' ability to express themselves allowing them to become more skilful, articulate and confident. There are many links with this project and the wider curriculum: Artist research and analysis (English and History). Working with measurement, precision and scale (Maths, Design Technology).	**GCSE assessment criteria will be applied to the following student outcomes:** Observation drawing. Developmental studies. Maquettes and cardboard relief Large scale sculpture Art history analysis and studies. Self /Peer and teacher marking and feedback

Spring Term	**Learning overview:** **Project 2 – Natural Forms and Ceramics** **Knowledge taught:** Theoretical aspects of drawing from natural forms, Fibonacci sequences and patterns of growth. Basic ceramic material properties instruction, bisque firing and glazing techniques. **Skills:** Drawing in different media, pinch pot, coiling and slab clay processes. Mixing and applying glazes. Key Artists: Karl Blossfeldt, Anya Gallaccio, Ernst Haeckall, Andy Goldsworthy, Richard Long, Giuseppe Penone, Peter Randall Page, Ernesto Neto, and Louisa Bourgeois.	**This is taught now because** To develop 3D students modelling skills and introduce them to working in clay. Observation of natural form is an effective starting point for the development of ceramic objects. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Many students go on to develop portfolio and exam work based on the natural forms in Y11. It also helps build up their portfolio. **Why are we teaching these topics?** Modelling in clay is a key skill in 3D art and an essential experience for all sculptors. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Learning about the material properties of clay connects with Science, working with precision and measurement link with Maths. Art history analysis helps develop literacy and historical knowledge.	**GCSE assessment criteria will be applied to the following student outcomes:** Observational work based on natural forms. Experimental studies in different media. Ceramic experiments. Glazed ceramic sculpture. Artist research. Self / Peer Assessment. Teachers marking and feedback
Summer Term	**Learning overview:** **Robot Project** Students will respond to the mechanical inspired art of Eduardo Paolozzi and will develop sculptures based around the theme of Robots. **Knowledge taught:** Contextual research around the theme the Robot as a 20th Century cultural motif and its links to societal and technological change. Considering the formal qualities of mechanical form. **Skills:** Pattern generation, Collage, constructive Sculpture	**This is taught now because** To further develop their constructive sculptural skills with a more challenging brief compared with Project 1. **This links to careers** It would be impossible to access any creative careers in art and design without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Many students develop work based on the figure or mechanical form for their portfolio and exam in Y11. It also adds breadth and variety to their portfolios. **Why are we teaching these topics?** Building on previous knowledge and refining students ability to work across media. This project relies more on students' independent working skills and is designed to encourage individual and personal responses and exploration. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Sculptural work involves mathematical problem solving, artist research develops critical awareness and students literacy and oracy skills.	**GCSE assessment criteria will be applied to the following student outcomes:** Mechanical form studies: Pattern generation. Bas Relief work in card and clay Robot Sculptures Paolozzi Research Teachers marking and feedback

13. Curriculum Map for Care of Children

Number of hours per fortnight	4
How the course is assessed	End of unit assessments

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term 1	**Learning overview:** Human growth and development (L1 Units 14 and 15) **Knowledge taught:** Life stages; how humans grow and develop at all life stages; physical, emotional, intellectual and social development; activities to support development in children; factors affecting development; transitions; Maslow's hierarchy of needs and how these are addressed in a nursery. **Skills:**	Essential component of Tech Award Level 2 Unit 2.	End of unit assessments.
	Learning overview: Practical health and safety when caring for young children (L1 Unit 24) **Knowledge taught:** Health and safety symbols and instructions on toys and cleaning materials; health and safety when planning outings; hazards, safety features in the home and on outings to the park; fire safety; fire hazards.	Links to Units 14 and 15 above.	
Spring Term 2	**Learning overview:** A study of planning learning experiences for children and the skills of talking and listening in child care (L1 Units 13 and 2) **Knowledge taught:** Ways that children learn; learning through the senses; learning through stories and rhymes; sensory aids; learning through interaction with natural environments; local organisations that provide services in the community supporting learning; how to be responsive to children; active listening; activities to support talking and listening.	Tech Award Level 2 Unit 1, Units 14 and 15, 26, 1, 23, 20.	

Summer Term 3	**Learning overview:** A study of the importance of healthy eating in families (L1 Unit 20) **Knowledge taught:** Food groups; planning a balanced diet; the effects of healthy eating on health; the importance of family mealtimes; ways to encourage healthy eating in children; ways that nurseries can provide food and support healthy eating; food restrictions of religious groups; food allergies; catering for special dietary requirements; the importance of hand washing; hazards in food preparation and food storage; cross contamination	Links to Food Tech, PE, PSHE, Units 14 and 15.	
	Learning overview: Planning activities for children (L1 Units 26, 2 and 1) **Knowledge taught:** Craft activities for children; learning outcomes of activities; health and safety aspects of planning activities; how to support children in craft activities; Science activities for children aged 18-months – 2 years and 3-5 years; creating an activity plan including planning resources, health and safety and how to support children; activities that build confidence in young children; interaction; expressing feelings; self-esteem.	Links to Tech Award Level 2 Unit- 2.	

14. Curriculum Map for Computer Science (Year 9)

Number of hours per fortnight	4
Exam board	OCR
How course is assessed	100% Exam in two 90 minute papers Paper 1: Computer Systems (50%) Paper2: Computational thinking, algorithms and programming.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Familiarity with the operation and components of a computer system. Knowledge taught: What is a Computer System; The purpose and components of a CPU; The Vonn Neumann Architecture; Fetch-Decode-Execute Cycle; CPU Performance Factors; Memory Types; Secondary Storage. Skills: Be able to recognize the component parts of a computer system and to be able to build a computer system from its component parts. Memory Platforms: Key words; Component recognition**	**This links to y7 topic taught** Hardware and Computer Systems **This is taught before** Networking **because** it is appropriate to the flow of the course. **This links to careers by** teaching Students how to fix and repair a computer system. The skills are transferable to the maintenance of any digital system (e.g. Traffic Lights, Central Heating Systems, etc.). **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** We think it is important for pupils to be exposed to the internal working of a digital system as they will come across many in the future.	Fortnightly homework / self-study will monitor Students progress. There will be regular assessments throughout the term as the Student completes a relevant sub topic. Formative assessment will be made at the end of Year 9 and in the final examination Paper 1.

Spring Term	**Learning overview:** Familiarity with the operation and components of a computer network. **Knowledge taught**: Types of Network; Network Performance; Client-Server and Peer-2-Peer; Hardware Needed; Virtual Networks; Network Topologies and Protocols; Network Security and Threats; Malware. **Skills:** Be able to recognize the component parts of a computer network and to be able to recognize and avoid threats to a network.. **Memory Platforms:** Key words; Component recognition; Network security.	**This links to y7 topic taught Networking** **This is taught after Computer Architecture because it is appropriate to the flow of the course.** **This links to careers by teaching Students how to fix and repair a network system. The skills are transferable to the maintenance of any digital system (e.g. Air Traffic Control, Mobile Phone Systems, etc.).** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** **We think it is important for pupils to be exposed to networking as they are of a generation that will use the Internet widely.**	Fortnightly homework / self-study will monitor Students progress. There will be regular assessments throughout the term as the Student completes a relevant sub topic. Formative assessment will be made at the end of Year 9 and in the final examination Paper 1.
Summer Term	**Learning overview:** Systems Software; Ethical and Legal considerations. **Knowledge taught**: Operating Systems; Utility Software; Legislation; Environmental considerations; Privacy, Ethics and Cultural considerations; Open and Closed Source software. **Skills:** Be able to recognize and use software necessary for the efficient operation of a computer system; Be able to use a computer system in a legal and ethical way. **Memory Platforms:** Key words; Working methodology.	**This links to y7 topic taught** Networking **This is taught after** Networking **because** it is appropriate to the flow of the course. **This links to careers by** teaching Students how to use computers in a legal and ethical way. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** These topics give guidance to life skills beyond the technical topics raised.	**Fortnightly homework / self-study will monitor Students progress.** **There will be regular assessments throughout the term as the Student completes a relevant sub topic.** **Formative assessment will be made at the end of Year 9 and in the final examination Paper 1.**

15. Curriculum Map for Creative IMedia Year 9

Number of hours per fortnight	4
Exam board	OCR
How course is assessed	25% exam, 25% for each coursework module (x3) One written paper – 90 minutes

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Unit R082 Creating Digital Graphics **Knowledge taught**: In this four part unit students learn about the purposes, properties and planning of digital graphics, and the tools and techniques used to create them. **Skills:** understand the purposes of digital graphics; plan the creation of digital graphics; create and review a digital graphic **Memory Platforms**: quizzes and retrieval practice on file types and formats; purposes and audiences; clients requirements; assets; technical compatibility etc.	**This links to KS3 by using creative digital skills taught at KS3.** **This links to previously taught units on image manipulation and the summer project** **This is taught now because it is the first of three mandatory theory units needed to complete this qualification in addition to the exam.** **This links to careers by giving students experiences in skills needed as a photo journalist, web designer, web developer, cartographer, etc.** **This is then developed in Y11 by covering the theory as part of Unit R081 *(see Curriculum Map for Year 11 Creative IMedia for more information*** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding: Understanding how to manipulate multimedia software across different platforms has become increasingly important in our digitally driven economy. It allows students to communicate ideas effectively, and these skills can be put to use across the curriculum.**	Continuous coursework assessment

Spring Term	**Learning overview:** Unit R082 Creating Digital Graphics **Knowledge taught:** In this unit students learn about the purposes, properties and planning of digital graphics, and the tools and techniques used to create them. **Skills:** create and review a digital graphic **Memory Platforms:** quizzes and retrieval practice on file types and formats; purposes and audiences; client requirements; assets; technical compatibility etc **Skills:** Revision of all elements of the specification **Memory Platforms:** Past paper questions.	**This links to KS3 by using creative digital skills taught at KS3** **This links to previously taught units on image manipulation and the summer project** **This is taught now because it is the first of three mandatory theory units needed to complete this qualification in addition to the exam.** **This links to careers by giving students experiences in skills needed as a photo journalist, web designer, web developer, cartographer, etc.** **This is then developed in Y11 by covering the theory as part of Unit R081** ***(see Curriculum Map for Year 11 Creative IMedia for more information)*** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding: Understanding how to manipulate multimedia software across different platforms has become increasingly important in our digitally driven economy. It allows students to communicate ideas effectively, and these skills can be put to use across the curriculum.**	Continuous coursework assessment .
Summer Term	**Learning overview:** Unit R086 Creating Digital Animations **Knowledge taught:** In this unit students learn about the basics of animation. They will plan and create a digital animation, store, export and review the final product. **Skills:** understand the purpose and features of animation **Memory Platforms:** quizzes and retrieval practice on purpose and uses of animation, animation types, features of animation techniques, client requirements, storyboards, file formats and legislation.	**This links to KS3 by using animation skills taught during Year 8** **This is taught now because it is the second of three mandatory theory units needed to complete this qualification in addition to the exam** **This links to careers by developing core skills needed roles in the computer animation and gaming industries.** **This is then developed in Y11 by covering the theory as part of Unit R081** ***(see Curriculum Map for Year 11 Creative IMedia for more information)*** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding: Understanding how to manipulate multimedia software across different platforms has become increasingly important in our digitally driven economy. It allows students to communicate ideas effectively, and these skills can be put to use across the curriculum.**	Continuous coursework assessment

16. Curriculum Map for Year 9 AQA GCSE Dance

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	40% Written Exam (90 Minute Exam) 30% Performance Skills 30% Choreography (Solo or Group)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning Overview** Appreciation: To analyse two professional dance works. Choreography: Use of action, space, dynamics and relationship content from a professional work. Teacher led collaborative choreography. Performance: Developing technical and physical skills. Learn Shift. **Knowledge taught:** Detailed analysis and facts of 'Emancipation of Expressionism' by Kendrick H20 Sandy and 'Shadows' by Christopher Bruce. Emphasis is on 'Shadows'. A 1.30 minute small group choreography that links to the professional work 'Shadows'. How to execute accurate movement including technical, physical and expressive skills in the set exam dance Shift. **Skills:** Analysis of how to compare the different production features and movement content. Use of a stimulus and some motif development. Developing technique. Understanding a unified dance piece. **Memory Platforms:** Listing the production features from professional works, defining key words - stimulus, motif, action, space, dynamics and relationships. Unified and logical dance work.	**This links to KS3 by:** This is a new course. However the topics are being built on lesson content and key words learnt in Year 7 and 8. The three components, Performance, Choreography and Appreciation are developed further. **This is taught now because:** These theory and practical components relate through to all exam questions and topics. **This links to careers by:** By giving students knowledge and technical experience which are useful for careers in choreography, performance, movement therapy and teaching.	**Check point Assessments:** Students will be assessed either on a half term or termly basis on A01, A02, AO3 and AO4. These are through checkpoint assessments, on all topics throughout the course. **End of Unit Assessments:** Students will be assessed at the end of every unit through the summative GCSE Dance process. **Practical Assessments:** Students are assessed on their performance and choreographic skills during a controlled rehearsal/performance in line with the exam board criteria. **AO1**: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. **AO2:** Create dance, including movement material and aural setting, to communicate choreographic intention. **AO3:** Demonstrate knowledge and understanding of choreographic processes and performing skills. **AO4:** Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

Spring Term	**Learning Overview** Appreciation: To analyse two professional dance works. Choreography: Understanding choreographic devices. Performance: Developing technique. **Knowledge taught:** Detailed analysis and facts of 'Artificial Things' by Lucy Bennett and 'A Linha Curva' by Itzik Galili. Duet/trio work - understanding projection. Perform to peers. A focus on technical and physical skills. **Skills:** Analysis of how to compare the different production features and movement content. Working collaboratively. Choreographic devices such as repetition, unison and canon. **Memory Platforms:** Defining key words - technique and projection. Start to understand the different skills - physical, expressive, technical.	**This is then developed in Y11 by:** Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** By focusing on the foundations and key skills of GCSE Dance in the first three terms, we can then develop and progress over time. The cultural topics which we cover give students an understanding of cultures other than our own.	**Check point Assessments** **End of Unit Assessments** **Practical Assessments** **AO1/AO2/A03/AO4**
Summer Term	**Learning Overview** Appreciation: To analyse two professional dance works. Choreography: Solo choreography task. Performance: Developing technical and physical skills. Start to develop mental skills. Learn the set exam exam Breathe. **Knowledge taught:** Detailed analysis and facts of 'Infra' by Wayne McGregor and 'Within her Eyes' by James Cousins. Teacher led phrase, which is developed into a 1 minute solo. Execution of accurate movement including technical, physical and expressive skills in the set exam dance Breathe. Developing mental skills, including movement memory, concentration and confidence. **Skills:** Analysis of how to compare the different production features and movement content. Action, space and dynamics in a solo context. Technical, physical, and expressive skills utilised. **Memory Platforms:** Understanding the different skills - physical, expressive, technical. Understanding what mental skills a dancer requires.		**Check point Assessments** **End of Unit Assessments** **Practical Assessments** **AO1/AO2/A03/AO4**

17. Curriculum Map for Design Technology Y9

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	50% exam, 50% coursework, 1 exam papers (2 hours) etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. **Knowledge taught:** In this term the following areas are covered: 3.1.1 Materials Sources, characteristics and properties- Natural and manufactured timbers **Skills:** Students need to demonstrate skills in manufacturing a small box from wood. **Memory Platforms:** Related to topic of material sources	**This links to KS3** by building upon knowledge gained during the Technology KS3 rotations, **This links to previously** taught subject theory and practical skills. **This links to y7 topics** taught in the DT 12 week rotation. **This is taught now because** students need to get the opportunity to work creatively when designing and making and apply technical and practical expertise **This links to careers by** giving students an awareness of modern design and relevant materials theory knowledge. **This is then developed in Y11** by students completing coursework that demonstrates theory knowledge gained in Y9 & 10. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The DT GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. This will allow them the opportunity to study specialist technical principles in greater depth.	Desk based design work as well as Google Classroom student workbooks annotated with feedback. One workbook is assessed covering the following subjects: 1. Box project- materials knowledge related to timber.
Spring Term	**Knowledge taught:** In this term the following areas are covered: 3.3.5 Communication of design ideas 3.1.1 Materials Sources, characteristics and properties - Metals **Skills:** Students need to demonstrate skills in manufacturing a bottle opener from metal. **Memory Platforms:** Related to topic of material sources		One workbook is assessed covering the following subjects: 2. Bottle opener- materials knowledge related to metals.
Summer Term	**Knowledge taught:** In this term the following areas are covered: 3.1.1 Materials Sources, characteristics and properties - Metals Experience a range of manipulation and joining techniques covering as wide a range of materials as possible. **Skills:** Students need to demonstrate skills casting a small object from aluminium. **Memory Platforms:** Related to topic of material sources		One workbook is assessed covering the following subjects: 3. Forming metals- including casting and machining techniques..

18. Curriculum Map for Food Preparation and Nutrition- Y9

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	50 exam, 50% coursework

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Learning overview:** Food Preparation and Nutrition focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. **Knowledge taught:** In this term the following areas are covered: •• Food, nutrition and health **Skills:** *Bechamel sauce, Fish preparation, Knife skills, Shortcrust pastry making, Lining a flan dish / tin, Batter making, Cooking pasta, Bechamel sauce, Coating and shaping a mixture, Rolling a sponge to create a roll* **Memory Platforms:** Related to the topic: Food, nutrition and health	**This links to KS3** by building upon knowledge gained during the Technology KS3 rotations, **This links to previously** taught subject theory and practical skills. **This links to y7 topics** taught in the F&N 12 week rotation. **This is taught now because** the new F&N course is designed to teach students food practical skills as well as nutrition and food science. **This links to careers by** giving students the nutrition and food science skills needed to deal with current dietary issues **This is then developed in Y11** by students completing coursework that demonstrates theory knowledge gained in Y9 & 10. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.	Google Classroom student workbooks annotated with feedback throughout the term. One workbook is assessed covering the following subjects: 1. Nutrients
Spring Term	**Knowledge taught:** In this term the following areas are covered: •• Food science **Skills:** *Chicken preparation, Vegetable preparation, Roux sauce, Maillard browning, Making puff pastry, Shaping and lattice cutting, Raising agents* **Memory Platforms:** Related to the topic: Food science		Two workbooks are assessed covering the following subjects: 2. Nutritional needs and health. 3. Cooking of food & heat transfer.
Summer Term	**Knowledge taught:** In this term the following areas are covered: •• Food safety **Skills:** *Dough making, Chicken preparation, Salsa making, Raising agents, Biological raising agents, Kneading, shaping and rolling dough, Creating a cake mixture* **Memory Platforms:** Related to the topic: Food safety		Two workbooks are assessed covering the following subjects: 4. Functional and chemical properties of food 5. Food spoilage and contamination.

19. Curriculum Map for Foundation Studies -Year9

Number of hours per fortnight	4
Exam board	n/a
How course is assessed	% exam, coursework, number of papers etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

Year 9	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Learning overview:** Applying for Jobs and courses- For students to develop awareness of how to enter the world of work and develop aspirations for further study. For students to be able to acquire and then apply knowledge and skills to enter the job market with confidence **Knowledge taught:** • Key words for the job market • Be able to 'read' job adverts successfully and interpret their meanings • The role of the CV and application form • How to write a CV and letter of application, and tailor to your desired purpose • Preparing for and managing an interview **Skills:** Analysis of language; evaluation of course or work selection methods; adapting your profile to fit a job description or person specification; confidence in self presentation; exploring body language and social skills for 'life after school'; how to develop an analytical argument in response to an interview question; how to retain & retrieve information under pressure. **Memory Platforms:** what is a skill? What is a quality? Find a Fib; Guess the course/Job to practice confident communication	**This links to KS3 by** developing self-esteem and confidence and by widening understanding of the importance of self-perception, linguistic precision and lessening language impoverishment from Special Studies lessons/ASC/SEAL/Anger Management interventions **This links to previously taught skills of** body language, social constructs, language skills and determining what is relevant/irrelevant **This links to y7 topic taught** 'This is Me' **This is taught now because** it sets the aspirational tone for our pupils for future career or study prospects and helps school staff to have the maximum time in KS4 to help them realize that aim **This is taught before** Managing your Money and Independent living because it helps create a desire to move forward in life, and qualifications and jobs are a key part of that. **This links to careers by** establishing a clear pathway for each individual that their teacher can help bring to fruition over the course. This is then developed in Y10 for work experience preparation and in Yr 11 by preparing for the college interview. **Why are we teaching these topics?** Students with SEN/D are over-represented in unemployment and NEET statistics. We need to do all we can to give our students the best possible preparation for future career prospects. We think it is important for pupils to be exposed to a wide range of courses, roles and life opportunities, both from the UK and abroad. Many may not have considered roles that could be open to them or have developed a clear plan of how to achieve their aspirations. Many may not be aiming high enough. We need to assess this and work collaboratively with the students to make and achieve their goals. This topic helps pupils to understand the world, as well as helping them to broaden their 'world of work' vocabulary and analyse the way in which different sectors operate. It also ties in with British values of equality, diversity and fairness in the job market.	Letter of application (quality of written communication) CV (summary and presentation skills Mock Interview (peer assessment)

Spring Term	**Learning Overview:** Healthy lifestyles Part 1. Diet and exercise Students will learn - about the nutritional content of some popular foods - about their own dietary needs - about different foods and how they can be combined to produce a balanced diet - how obesity and poor food choices affect their health, wealth, mood and life outcomes Students will - present and interpret data from secondary sources - investigate a question about nutrition using secondary sources of information. **Knowledge Taught**: What is a healthy diet? How can I make better choices? How my food choice affects my wellbeing (physical and mental) Skills Taught: Planning a menu. Setting health or dietary goals, interpreting information from a variety of sources including social media, popular TV shows, 'Supersize Me' documentary, magazines, books. Researching dietary requirements and costs of weekly shopping. Memory Platforms: key words, food groups,	**This links to KS3** by developing the skills of 'reading' different media such as TV. Magazines, books. **This links to** previously taught skills of analyzing sources and comparing contrasting information, then making your own conclusions; beginning to take responsibility for choices. **This links to y8 topic taught '**The Pizza project' where students designed and made Pizzas to order and to budget **This is taught before** independent living because managing your weekly shopping budget and looking after your own health become crucial to independence**.** **This links to careers** by helping students interpret different information streams and reach logic-based conclusions **Why are we teaching these topics?** Health and wellbeing are key for students with SEN. Many of our client-group have limited understanding of managing a food budget or a healthy lifestyle and require support to plan for a longer term view. There can be a tendency to 'live in the now' and therefore accumulation of effect (such as choosing chips each day) is not considered. We have a moral obligation to safeguard vulnerable children in as many spheres as possible by equipping them to make better choices.	Supersize Me project (peer assessment piece) Planning a meal for four (independent learning) Comparison shopping- the supermarket trolley challenge. (research and argument)
Summer Term	**Learning Overview:** Safe Relationships & Healthy Lifestyles Part 2- managing risks Students will learn:- • To examine what constitutes a relationship (including on-line relationships and safety) • To understand there are many varied types of relationships in society today • To have an awareness of what constitutes respect in a relationship and what could be unhealthy/ coercive/ controlling • To know how to be assertive for their own wellbeing and how to seek help if they feel uncomfortable with demands from another person • To be able to understand what the term prejudice means • To understand different types of prejudice • To be able to understand what bullying is • To understand different types of bullying and how they can affect someone • To understand what culture means and how we can respect culture without being part of it **Knowledge Taught:**	**This links to KS3 by** extending the work in the 'Titanic' project about social justice and class; the relationships and prejudice in 'Romeo and Juliet'. **This links to previously taught skills of** self awareness and self reflection, and kindness and safety in AM/ASC/SE interventions. **This links to y7 topic taught** 'This is me' to deepen our thinking about our core beliefs and our Johari Window. **This is taught before** independent living and financial management because greater freedom exposes us to greater risk,; especially if you have learning challenges or disabilities. It is also important students understand about financial control and financial freedoms, which are developed fully in Yr 10. It is also taught before work experience, to help students understand about professional relationships. **This links to careers by** helping students explore their beliefs and innate prejudices, learning about acceptable behavior to others at work. It also helps develop their sense of self-worth and self-esteem to aim for positive futures through their private and work relationships. It also extends the study of the previous term about finding a job and how to behave whilst in that job to be successful. **Why are we teaching these topics?** Some students with SEN/D can be at risk of exploitation from others as a result of their vulnerability or low self-esteem. Students with SEN/D are over	Debate on complex issues (peer assessment) Role play relationships Quiz on prejudice, equality, bullying CYOPS activity on coercion via social media- identifying and responding to risk in relationships

	• How to be safe • Skills for self-respect • Self efficacy • On-line safe behaviours • How to place a boundary in a relationship and how to respect another's boundaries in a relationship • What is lawful in society with regard to discrimination, prejudice and their own protections under the equalities act, in regard to any disability associated with their SEN/D **Skills Taught:** • Respectful debate • Empathy • Self awareness • Questioning and enquiry • Tackling difficult conversations • Holding a boundary with respect • Consent • Examining complex issues from different viewpoints • Managing feelings, including de-escalation techniques **Memory Platforms:** What is a relationship? What is appropriate/inappropriate in personal & professional relationships (scenario exercise) Key words and concepts, find a fib,	represented in abuse statistics, the prison population and unemployment statistics. We need to counter those vulnerabilities where possible with robust action.	

20. Curriculum Map for Y9 GCSE Geography

Number of hours per fortnight	4
Exam board	WJEC Eduqas
How course is assessed	4 Core Topics, 2 Option Topics and 2 pieces of fieldwork 3 Exams: Component 1, Component 2 and Fieldwork Paper Mid topic assessments using GCSE past paper questions and End of Unit Exam. All exams at the end of Y 11. Mock exams through Y10 and Y11.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Across this term we cover one core unit: Rural to Urban **Knowledge taught:** Population, Rural challenges, Urban challenges, housing issue, and global cities. **Skills:** - Map skills – location, distribution, comparison - Maths skills – percentages, comparison of data, averages - Justification - **Memory Platforms:** - Key term recall - Opinion justification - Data analysis	We start with this topic has it is broad and provides clear foundations for the other topics that follow. Many parts of this unit have been touched upon in Y7 and Y8 which provides a good entry point. Also it is divided into several compartments which allows us to maintain pace and student interest.	All assessments, where possible, use past paper questions and can depend on student understanding. Example include: Where should houses be built? Explain the challenges that rural areas face Past paper question which assess the unit.

Spring Term	**Learning overview:** Across this term we cover one core unit: Rural to Urban **Knowledge taught:** Landscapes and Physical Processes **Skills:** - Annotation - Map skills – describing the location of places - Analysis and explanation of data - Math skills – averages and frequency **Memory Platforms:** Management of National Parks Key term recall Diagram annotation	The river and coasts unit in KS3 provide excellent foundations. Students should understand basic processes and be able to able to annotate a diagram. The GCSE extends many skills and knowledge. This Unit is placed here as the Fieldwork often involves a trip to the Coast so an understanding of Coastal Processes is crucial. It also provides a welcome alternative to Human Geography.	All assessments, where possible, use past paper questions and can depend on student understanding. Example include: How can National Parks be Managed? It is impossible to stop River Flooding. Do you agree? Explain with use of a diagram how one river landform is created. End of unit assessment using a past paper
Summer Term	**Learning overview:** Across this term we conduct fieldwork and plan time for end of year revision **Knowledge taught:** Fieldwork skills. The knowledge required to create a hypothesis and understand the Geography behind the Fieldwork enquiry. This is linked to one of the GCSE Units **Skills:** - Data Presentation - Data Analysis - Map skills – interpreting and creating - Graph skills – interpreting and creating - Math skills – percentages, averages, comparisons, bi polar calculations **Memory Platforms:** - Primary vs secondary data - Qualitative vs quantitative data - Evaluation of data presentation methods	This unit extends students graphical skills by introducing population pyramids, a common feature in the GCSE specification. It also develops the students prior understanding of Sustainability by introducing sustainable Tourism in Kenya. Many of the key terms introduced in this Topic are common features in the Rural to Urban unit and provide excellent foundations for the GCSE. These units are taught at this point because they require a certain level of maturity. Students need to imagine a world that is very different to ours. Previous units have developed this sense of 'place' but this unit stretches them further. Also the project based nature of the Africa Unit is well suited to the last couple of weeks of term.	All assessments, where possible, use past paper questions and can depend on student understanding. Assessment questions will be based on the Fieldwork focus and students experience. For example: Using experience from your fieldwork, evaluate the importance of secondary data There will be an end of year assessment. This will include a Fieldwork section and questions from the core unit studied this academic year.

21. Curriculum Map for Year 9 History

Number of hours per fortnight	4
Exam board	Edexcel
How the course is assessed	100% exam (Three papers)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term **Spring Term**	**Learning overview:** Paper 3, Modern Depth study on Weimar and Nazi Germany. **Knowledge taught:** The end of WW1 and the Treaty of Versailles. The introduction of democracy to the German state under the Weimar Republic and the challenges from extreme left and right. The Ruhr Crisis. Hyperinflation. The rise of Hitler and beliefs of the Nazi Party. The Munich Putsch. Stresemann and the Dawes Plan, cultural life and standards of living under the Weimar Republic; Failures of the Nazi Party; The Wall Street Crash; The political deal; Hitler as dictator; Himmler and Goebels; propaganda and terror; Nazis and work; Nazis and youth Nazis and women' Chirches and opposition to the Nazis; Nazi treatment of the Jews and 'undesirables' **Skills:** Analysis of sources and interpretations; inference; summarising historical information; how to retain & retrieve information.	**This links to KS3 by progression of skills of interpretation and inference. How to answer a 'utility' question (evaluating sources and interpretations).** **This links to previously taught topics in Y8 on modern history.** **This links to Y7 topic taught through skills of source interpretation** **This is taught now because it is a popular topic and one which students have some previous knowledge of, so is a good start to the GCSE course.** **This links to careers by teaching students about history and how it impacts on our modern world** **This is then developed in Y11 by progression in the use of source skills.**	Sample questions. Mock exam Independent research.

Summer Term	**Learning overview:** Paper 2, Anglo-Saxon and Norman England, 1060 – 1088. **Knowledge taught:** The structure of Anglo-Saxon society; The House of Godwin; Edward the Confessor; Harold and Tostig Godwinson; William of Normandy; The succession crisis; Harold as King; The Battles of 1066 (Gate Fulford, Stamford Bridge and Hastings)	**This links to KS3 by progression of skills of interpretation and inference.** **This links to previously taught topics in Y7 on Anglo-Saxon England and 1066.** **This is taught now because it is an essential component of the GCSE course.** **This links to careers by teaching students about history and how it impacts on our modern world** **This is then developed in Y11 by progression in the use of source skills.**	Sample questions Independent research

22. Curriculum Map for GCSE French - Year 9

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	100% Exam at the end of Y11. 4 equally weighted papers - 25% Listening, 25% Speaking, 25% Reading, 25% Writing

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Content is taught thematically according to AQA 3 year Scheme of Work. **Half term 1:** Theme 1 - Identity and Culture, (Relationships with family and friends.) **Half term 2:** Theme 2 - Local, national, international and global areas of interest, (Home, town, neighbourhood and region.) **Knowledge taught: Grammar:** 1) **Verbs -** regular present tense verbs; key irregular verbs: avoir (+ il y a), être (+ c'est), aller, faire; reflexive verbs; modal verbs + infinitive (pouvoir). 2) **Adjectives + adverbs:** agreement, comparatives, possessive adjectives, frequency adverbs. 3) direct object pronouns. 4) Use of **prepositions.** 5) Use of the **partitive article** and **de** after negatives. **Key vocabulary** related to topics **Skills:** exam skills for reading and writing. **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded. Revision activities based upon prior learning.	**This links to KS3 by** revising and building upon previously taught grammar from the **previously taught** NCELP scheme of work for year 7 and 8 with specific focus on vocabulary, grammar (previously taught: regular verbs in present tense + key irregulars: avoir, être etc., adjective agreement/position rules) and phonics. **This is taught now because** it introduces the GCSE course content and overarching themes while allowing pupils to revise key tenets of grammar and vocabulary. **This grammar is taught before** other tenses are introduced **because** pupils must master regular present tense before more complex tenses and grammatical features are introduced. Irregular verbs avoir, être and aller are foundational to tenses that past and future tenses. **This thematic content is taught first** because theme specific vocabulary has been previously seen in year 7 and 8, providing a comfortable access point for pupils to the GCSE course and allowing prior knowledge to be applied and built upon. **This links to careers by** introducing everyday context for using the language. Focus on local tourism may be relevant to pupils interested in this line of work. **This is then developed in Y11 by** building upon the grammatical usage of key verbs avoir and être, as well as building on thematic knowledge and vocabulary throughout Y10 and 11. **Why are we teaching these topics?** These grammatical topics are foundational to French learning, while thematic context helps to solidify them in pupils' minds and contributes to their cultural understanding of French speaking nations. The explicit teaching of French grammar also has benefits for pupils' understanding of English grammar.	Weekly vocabulary learning homework assessed through in class tests. Scores recorded. Test retaken if score does not reach pass mark. Half-termly assessment based on one of four skills: Half term 1: Reading Half term 2: Writing
Spring Term	**Learning overview:** Half term 3: Theme 3 -Current and future study and employment, (My studies) Half term 4: Theme 1 - Identity and culture, (Free time activities: Music, cinema and TV.) **Knowledge taught: Grammar:** 1) **Verbs:** perfect tense with regular verbs; revision of present tense + introduction of more key irregulars; verb + infinitive expressions including near future tense;	**This links to KS3 by** revising and building upon learning of regular perfect tense and near future tense using aller. Expansion of thematic content about school and free time activities. **This links to previously taught** irregular verbs **avoir** (now used in perfect tense) and **aller** (now used in near future tense) and use of adverbs. After introducing the third and final overarching theme, half term 4 returns to Theme to revise previous language learned and to build upon this. **This is taught now because** it expands the range of tenses that pupils can recognise and use, continuing to build on foundational grammar principles and allowing them to apply them in a relevant thematic context.	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark.

	modal verbs (devoir); simple future tense; use of *il faut*. 2) Further use of **adverbs.** 3) **Time phrases, connectives** and **questions words.** **Key vocabulary** related to topics **Skills:** exam skills for listening and speaking **Memory Platforms:** As above.	**This is taught before** verbs that use être in the perfect tense and the simple future tense **because** using the perfect tense requires grammatical understanding of the use of auxiliary verbs which is introduced with *avoir* as it is more commonly used, and the near future tense is more immediately accessible than simple future based on previous learning of the verb *aller*. **This thematic content is taught at this point** to make sure pupils are introduced to all three key themes covered in GCSE course, and to then elaborate upon Theme 1. **This links to careers by** allowing pupils to expand language usage in real world contexts. Thematic content linked to studies allows them to reflect on future study/career aspirations. **This is then developed in Y11 by** continued and frequent revision of, and building upon, usage of key grammatical structures. Expansion of thematic content across all three themes. Application of learned exam skills for all 4 assessed skills. **Why are we teaching these topics?** Thematic focus on education allows pupils to understand cultural differences between educational systems in the UK compared to French speaking world, while also allowing reflection on current studies and where they made a lead in the future. Foundational grammatical principles in French relate to English grammar and support literacy.	Half-termly assessment based on one of four skills: Half term 3: Listening Half term 4: Speaking
Summer Term	**Learning overview:** Half term 5: Theme 1 - Identity and Culture, Subtopic - Free-time activities: food and eating out, sport Half term 6: Theme 1 - Identity and Culture, Subtopic - Customs and Festivals in French-speaking countries and communities. **Knowledge taught: Grammar:** 1) **Verbs:** extension of perfect tense with verbs that use être/reflexive; perfect infinitive; introduction to the imperfect tense. 2) Use of more complex **negatives.** 3) Pronouns **en** and **y.** 4) Use of **prepositions** before towns/countries and **articles** in quantity expressions. **Skills:** revision and application of exam skills **Memory Platforms:** As above.	**This links to KS3 by** building upon thematic vocabulary related to food, drink and sports, and revising use of negative *ne...pas* while increasing range of negatives. **This links to previously taught** grammar and verb concepts, particularly the perfect tense in Spring Term and être in present tense in Autumn term. **This is taught now because** the groundwork for the perfect tense with avoir has been laid and the logical progression means that verbs that use être as their auxiliary can now be added. The imperfect tense can be used alongside the perfect tense and pupils need to understand the difference between them. As they begin to write with more detail and variety of tenses, adding a range of negatives is a logical step here. **This is taught before** the conditional tense (year 10, term 1) **because** the conditional and imperfect tense verb endings are the same (with different verb stems used in each tense), so the conditional can be logically and clearly taught after the imperfect. Both tense can then be used in "if" sentences (e.g. If I had… I would…). **This links to careers by** expanding pupils' cultural understanding of French speaking nations and increasing their "cultural capital" which may be helpful in future study and career. **This is then developed in Y11 by** revision of key grammatical concepts, increased practise in assessment contexts, continued cultural study and expanded thematic study. **Why are we teaching these topics?** To develop pupils' cultural understanding of French-speaking nations as it is a key facet of studying the language	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark. Half-termly assessment based on one/two of four skills: Half term 5: Reading and Listening Half term 6: Writing

22. Curriculum Map for GCSE Spanish - Year 9

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	100% Exam at the end of Y11. 4 equally weighted papers - 25% Listening, 25% Speaking, 25% Reading, 25% Writing

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Content is taught thematically according to AQA 3 year Scheme of Work. **Half term 1:** Theme 1 - Identity and Culture, (Relationships with family and friends.) **Half term 2:** Theme 2 - Local, national, international and global areas of interest, (Home, town, neighbourhood and region.) **Knowledge taught: Grammar:** 1) **Verbs -** regular present tense verbs; key irregular verbs: tener, ser estar, hacer, ir; reflexive verbs; modal verbs + infinitive (poder); verbs like gustar; hay; lo que + verb 2) **Adjectives + adverbs:** agreement, comparatives, possessive adjectives, demonstrative adjectives, frequency adverbs. 3) **Direct object pronouns**. 4) Use of **prepositions.** 5) **Indefinite Articles** 6) **Interrogative** words. 7) Expressions of **quantity.** **Key vocabulary** related to topics **Skills:** exam skills for reading and writing. **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded. Revision activities based upon learning from previous lessons.	**This links to KS3 by** revising and building upon previously taught grammar from the **previously taught** NCELP scheme of work for year 7 and 8 with specific focus on vocabulary, grammar (previously taught: regular verbs in present tense + key irregulars: ir, estar, ser etc., adjective agreement/position rules) and phonics. **This is taught now because** it introduces the GCSE course content and overarching themes while allowing pupils to revise key tenets of grammar and vocabulary. **This grammar is taught before** other verbs tenses are introduced **because** pupils must master regular present tense before more complex tenses and grammatical features are introduced. Irregular verbs tener, ser, estar, hacer and ir are foundational to a fluent command of the language, using other tenses and key verb phrases. **This thematic content is taught first** because much of the theme specific vocabulary has been previously seen in year 7 and 8, providing a comfortable access point for pupils to GCSE course and allowing prior knowledge can be applied and built upon. **This links to careers by** introducing everyday context for using the language. Focus on local tourism may be relevant to pupils interested in this line of work. **This is then developed in Y11 by** building upon the grammatical usage of key verbs, as well as building on thematic knowledge and vocabulary throughout Y10 and 11. **Why are we teaching these topics?** These grammatical topics are foundational to Spanish learning, while thematic context helps to solidify them in pupils' minds and contributes to their cultural understanding of Spanish speaking nations. The explicit teaching of Spanish grammar also has benefits for pupils' understanding of English grammar.	Weekly vocabulary learning homework assessed through in class tests. Scores recorded. Test retaken if score does not reach pass mark. Half-termly assessment based on one of four skills: Half term 1: Reading Half term 2: Writing

Spring Term	**Learning overview:** Half term 3: Theme 3 -Current and future study and employment, (My studies) Half term 4: Theme 1 - Identity and culture, (Free time activities: Music, cinema and TV.) **Knowledge taught: Grammar:** 1) **Verbs:** perfect tense with regular verbs; consolidation of present tense + introduction of more key irregulars; verb + infinitive expressions including near future tense; verbs of obligation - deber, tener que, hay que; use of tú and usted. 2) Further use of **adverbs.** 3) Expressing **opinions** using comparatives and superlatives. 4) Clauses introduced by **si** and **cuando.** **Key vocabulary** related to topics **Skills:** exam skills for listening and speaking **Memory Platforms:** As above.	**This links to KS3 by** revising and building upon learning of regular perfect tense and near future tense using ir. Expansion of thematic content about school and free time activities. **This links to previously taught** regular verb patterns compared to key irregulars, use of **ir** (in near future tense) and expansion of use of adverbs. After introducing Theme 3, half term 4 returns to Theme 1 to revise previous language learned and to build upon this. **This is taught now because** it expands the range of tenses that pupils can recognise and use, continuing to build on basic grammar principles and apply them in context. Verbs of obligation allow pupils to express what they have to and don't have to do at school. **This is taught before** preterite tense as it introduces the concept of a compound tense in a more accessible form. **This thematic content is taught at this point** to make sure pupils are introduced to all three key themes covered in the GCSE course. **This links to careers by** allowing pupils to expand language usage in real world contexts. Thematic content linked to studies allows them to reflect on future study/career aspirations. **This is then developed in Y11 by** continued and frequent revision of key grammatical structures, expansion of thematic content across all three themes and application of exam skills for all 4 GCSE papers. **Why are we teaching these topics?** Thematic focus on education allows pupils to understand cultural differences between educational systems in the UK compared to the Spanish speaking world, while also allowing reflection on current studies and where they may lead in the future. Foundational grammatical principles in Spanish relate to English grammar and support literacy.	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark. Half-termly assessment based on one of four skills: Half term 3: Listening Half term 4: Speaking
Summer Term	**Learning overview:** Half term 5: Theme 1 - Identity and Culture, (Free-time activities: food/eating out, sport) Half term 6: Theme 1 - Identity and Culture, (Customs and Festivals in Spanish-speaking countries and communities.) **Knowledge taught: Grammar:** 1) **Verbs:** extension of perfect tense with regular and common irregular verbs; preterite tense with regular and common irregular verbs; reflexive verbs in the preterite tense; use of perfect and preterite tense together. 2) Use of more **disjunctive pronouns** (conmigo, para mí etc.) 3) Simple **opinion** statements in the past. **Skills:** revision and application of exam skills **Memory Platforms:** As above.	**This links to KS3 by** building upon thematic vocabulary related to food, drink and sports, as well as grammatical understanding of preterite tense (introduced with a limited number of verbs in Year 8). **This links to previously taught** grammar and verb concepts, particularly the perfect tense in Spring Term, allowing pupils to now use both tenses together to narrate past events. **This is taught now because** pupils must be aware of the differences in use between the preterite tense and the perfect tense so they are taught one after the other. **The thematic content is taught now** to round off the majority of the first theme of the GCSE course. **This is taught before** the imperfect tense (year 10, term 2) **because** pupils need to be able to use perfect and preterite tense confidently to narrate past events before adding the more descriptive imperfect (past) tense. **This links to careers by** expanding pupils' cultural understanding of Spanish speaking nations and increasing their "cultural capital" which may be helpful in future study and career. **This is then developed in Y11 by** revision of key grammatical concepts and increased practise in assessment contexts, as well as continued cultural study and expanded thematic study. **Why are we teaching these topics?** To develop pupils' cultural understanding of Spanish-speaking nations, as it is a key facet of studying the language	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark. Half-termly assessment based on one/two of four skills: Half term 5: Reading/Listening Half term 6: Writing

23. Curriculum Map for YEAR 9 Music BTEC

Number of hours per fortnight	4
Exam board	Pearson Edexcel
How course is assessed	25% Unit 1 Externally marked Written Exam 25% Unit 2 Managing a Music Product – Practical and written evidence assessment 25% Unit 5 Introduction to Performance Unit - Practical and written evidence assessment 25% Introduction to Music Sequencing – Practical and presentation of evidence assessment

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Unit 5** Introduction to Performance Learning Aim A 'Getting Better' **Learning Aim A: Develop your music performance skills and review your own practice.** • **Techniques** **Knowledge and Skills:** Students take part in a range of activities such as whole class ensembles/small group work and focused individual practice aimed at developing their instrumental and performance skills. They complete a skills audit highlighting areas for development and use this to monitor their progress throughout this Unit. They focus on developing their music performance techniques in relation to their singing voice or musical instrument. Techniques among others may include: • Accuracy of pitch/intonation • Rhythm and timing • Expression and Dynamics • Learning repertoire **Memory Platforms:** Keyword Vocabulary taken from specification and skills audit.	**This links to KS3 by:** The principles of Listening, Composing and Performing continue to underpin this KS4 course. The Units in Y9 KS4 are very much related to building on KS3 topics. **This is taught now because: Unit 5** In the Autumn term students develop a foundation for their on going playing and performance progress, completing half of Unit 5 in the following Spring term. **Unit 7**, music sequencing Unit 7 revisits Y8 summer term work enabling this half of the unit to be completed this year also. Students may continue to access their sequencing work at any time and at home or elsewhere if internet access is available. **This links to careers by: Unit 5** Gives students an insight into what is involved in being a performer or any career involving presentation They learn repertoire quickly and accurately and understand the importance adhering to strict deadlines. **Unit 7** By giving students knowledge and skills needed in all aspects of the music studio such as sound engineering, studio and technical management, design and software development, music production. **This is then developed in Y11 by**: **Unit 5** Students will continue progressing on their instrument/voice in preparation for Unit 5 LAB at the end of Y10. **Unit 7** Applying prior knowledge and skills students complete LAB, creating a longer piece of music to a given brief	Units 2, 5 and 7 are internally teacher assessed and moderated. Unit 1 Externally assessed 1-hour exam. Students are regularly assessed through teacher observation and formative assessment is recorded on all Units throughout the course. Timely feedback, peer and teacher is given so that students have the opportunity to improve their work. A grade using the exam board assessment criteria at the completion of each part (Learning aim A for example)of a Unit and this is used in the calculation of the overall grade for that Unit. Following moderation these grades are then submitted to the exam board who will award an overall grade to the student.

Spring Term	**Learning overview: Unit 5** Introduction to Performance Learning Aim A 'Getting Better' **Learning Aim A: Develop your music performance skills and review your own practice.** **Knowledge and Skills:** Students continue to make progress against their skills audit and are now introduced to the idea of interpretive skills and stylist qualities showing, for example an awareness of the following interpretive skills in their rehearsals and performances: • Communication in performance – with other musicians and the audience • Accurate interpretation and reproduction of style • Awareness and appreciation of accompaniment • Stage presence Students are tasked to prepare one piece of music performed in two contrasting styles, which they prepare and perform to their peers and other audiences. Students keep a written log of their progress this term identifying strengths and weaknesses, responding to teacher and peer feedback and reviewing their own practice and performance recordings **Memory Platforms:** Keyword Vocabulary taken from specification and skills audit, which students can use in their rehearsal logs.	**Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** The structure of the course allows students to develop and progress over time. Learning is deep and broad and this course covers a wide range of transferrable skills. Working to given deadlines, students can develop their practical, written, presentation and performance skills to as high a standard as possible ensuring they present their best work at the end of each unit.	
Summer Term	**Learning overview: Unit 7** Introduction to Music Sequencing **Learning Aim A 'My Tutorial' Exploring music sequencing techniques** **Knowledge and Skills:** Students investigate the features and purpose of music sequencing techniques through experimentation and exploration. As they become more familiar with the software they create a 'tutorial' suitable for a young student with no knowledge of music sequencing. This tutorial should demonstrate their understanding of for example: **Note Input and Editing** ● Different methods to add notes to a track ● Editing the properties of note events ● Copying and pasting notes and regions ● Using loops and prerecorded samples ● Selecting instruments and sounds **Effects** • Software mixer • Digital effects – EQ, chorus, reverb **Memory Platform:** Recap of KS3 language and set up, Processes, Technical vocabulary		

24. Curriculum Map for YEAR 9 AQA GCSE PE

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	60% Examination (2 75 Minute Exams) 30% Practical Assessment (3 Practical Sports) 10% Controlled Assessment (On one of your chosen practical sorts)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Structure and function of the muscular- skeletal system & Health and Wellbeing. **(Paper 1)** **Knowledge taught:** ● Types and functions of skeleton. ● Types of joints and movements. ● Muscles ● Health and wellbeing ● Sedentary lifestyle ● Somatotypes ● Balanced diet **Skills:** Students will be expected to use their learnt theoretical knowledge to achieve the following assessment objectives in relation to the factors that underpin performance in physical activity and sport: **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists and GCSE POD.	**This links to KS3 by:** This is a new course however the topics are being built from KS3 homework tasks. Students will be adding vocabulary from practical KS3 lessons. This links to Year 9 Topics taught across the curriculum in Science. **This is taught now because:** These theory components are the foundation of the course. They are related to through all exam questions and topics. It is a good interlinking start to the course. **This links to careers by:** By giving students knowledge which are useful for the sport science, nursing and the health systems. **This is then developed in Y11 by**: Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** By focusing on the foundations and key groundings of GCSE PE in the first term we can then develop and progress over time. This links closely to the mastery model of learning and research suggests this is beneficial to learning. The cultural topics which we cover give students an understanding of cultures other than our own.	**Checkpoint Assessments:** Students will be assessed every fortnight on A01 and A02. These are through checkpoint assessments. These are on all topics throughout the course. **End of Unit Assessments:** Students will be assessed at the end of every unit through a summative GCSE PE test. This will cover all topics taught. **Practical Assessments:** Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria

Spring Term	**Learning overview:** Health, Fitness & Exercise Preparation and Application of Data **(Paper 1&2)** **Knowledge taught:** ● Components of fitness ● Fitness testing ● Exercising safely ● Methods of training ● Principles of training ● Application of quantitative and qualitative data **Skills:** Students will be expected to use their learnt theoretical knowledge to achieve the following assessment objectives in relation to the factors that underpin performance in physical activity and sport: **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists and GCSE POD.	**This links to KS3 by:** This is a new course however the topics are being built from KS3 homework tasks. Students will be adding vocabulary from practical KS3 lessons. This links to Year 9 Topics taught across the curriculum in Science. **This is taught now because:** These theory components are the foundation of the course. They are related to through all exam questions and topics. It is a good interlinking start to the course. **This links to careers by:** By giving students knowledge which are useful for the sport science, nursing and the health systems. **This is then developed in Y11 by**: Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** By focusing on the foundations and key groundings of GCSE PE in the first term we can then develop and progress over time. This links closely to the mastery model of learning and research suggests this is beneficial to learning. The cultural topics which we cover give students an understanding of cultures other than our own.	
Summer Term	**Learning overview:**Structure and function of the cardiovascular system & Effects of Exercise **(Paper 1)** **Knowledge taught:** ● Pathway of air ● Blood vessels ● Structure of the heart ● Cardiac cycle ● Mechanics of breathing ● Aerobic & Anaerobic exercise ● Short & Term effects of exercise **Skills:** Students will be expected to use their learnt theoretical knowledge to achieve the following assessment objectives in relation to the factors that underpin performance in physical activity and sport: **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists & GCSE POD.		

25. Performing arts Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

26. Curriculum Map for Year 9 GCSE Religion and Ethics

Number of hours per fortnight	4
How the course is assessed	End of unit test

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** The Life and Teachings of the Buddha **Knowledge taught:** The birth of the Buddha and his life of luxury; the Four Sights; the Buddha's ascetic life; the Buddha's Enlightenment; Three Marks of Existence; the Four Noble Truths; compassion; loving kindness; kamma; the Five Moral Precepts; the Eightfold Path; the Tibetan wheel of life. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Recaps and deepens the study of Buddhism in Year 8.	Essays Practice tests Test
	Learning overview: Crime and Punishment **Knowledge taught:** different types of crime and punishments; the reasons for crime; the aims of punishment; the treatment of criminals; forgiveness; the death penalty; corporal punishment; Christian teachings about love, forgiveness and the Sanctity of Life. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Recaps and deepens the study of crime and punishment in Year 8. Students apply the ethical teachings of the Buddha learnt in the previous topics to moral issues.	Essays Practice tests Test

Spring Term 2	**Learning overview:** A study of the life and teachings of Jesus **Knowledge taught:** the incarnation and beliefs about Jesus as Son of God; baptism; miracles; beliefs about the nature of God; the Holy Trinity; the Last Supper and Holy Communion; the crucifixion; resurrection; ascension; Pentecost and the Holy Spirit; Christian festivals. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities.	Recaps and deepens learning about the life of Jesus from Year 7 and 8.	Essays Practice tests Test
Summer Term 3	**Learning overview:** Peace and Conflict **Knowledge taught:** Peace, conflict and justice; violent protest; terrorism; the reasons for war; nuclear war and weapons of mass destruction; the Just War; Holy War and religion as a reason for war; pacifism; peace-making; reconciliation; responses to victims of war; Christian persecution. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Students apply the religious teachings from Buddhism and Christianity to moral issues. Links to Year 8 study of the conflict in Israel.	Essays Practice tests Test

27. Curriculum Map for YEAR 9 SPORT STUDIES

Number of hours per fortnight	4
Exam board	OCR (Cambridge National Certificate)
How course is assessed	25% Examination (60 Minute Exam) 75% coursework (3 units)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory and also applies theory knowledge in a practical way.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** To apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.(overview of entire course) **Knowledge taught:** RO52 Skills and Technique in Sport (theory and Practical - team sports) RO52 Rules and Regulations in Sport RO52 Roles of officials in Sport RO55 Job roles in sport RO53 Leaders in Sport RO51 Major sporting events **Skills:** Research skills Presentation of work through IT Correct use of key vocabulary (skill, technique, rules, regulations etc) Practical development of Team activities; basic performance analysis	**This links to KS3 by:** This is a new course however the topics are being built from KS3 practical and homework tasks. Students will be adding vocabulary from practical KS3 lessons. **This is taught now because:** These components are the foundation of the course and by making links between the units in relation to a sport that the students choose they will gain a greater understanding of the bigger picture of the course and use this as a preparation for coursework in the future **This links to careers by:** By informing students of the variety of jobs & opportunities available in the sports sector **This is then developed in Y10 & Y11 by**: Using the same knowledge in more depth and detail through challenging coursework and exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** By focusing on the foundations and key groundings of Sports studies in the first year we can then develop and progress over time. Students will gain a good grounding and deeper understanding across the Units in which they will submit coursework from year 10 onwards	**Checkpoint Assessments:** Students work will be assessed following completion of each theory element. Students will be assessed practically throughout their block and in core lessons also. **End of Unit Assessments:** **Summative assessment at the end of each practical unit.** Final assessment of MY SPORT project - December submission date Observations and Analysis task Submission date end of March Leadership theory project submission date -July **Practical Assessments:** Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria for TEAM and Individual SPORTS

Spring Term	**Learning overview:** RO52 Developing Sports Skills **Knowledge taught:** Classification of skills Methods of practice ways of measuring improvement **Skills:** Observation and analysis Recording Measuring Key terms - classification of skills Understanding as to how skills are learned	**This links to KS3 by:** This is a new course however the topics are being built from KS3 practical and homework tasks. Students will be adding vocabulary from practical KS3 lessons. **This is taught now because:** these components are the foundation of the course and by making links between the units in relation to a sport that the students choose they will gain a greater understanding of the bigger picture of the course, increase in confidence and use this as a preparation for RO52and RO53 coursework in the future. **This links to careers by:** students having a greater understanding of the role of sports analysts and coaches. **This is then developed in Y10 & 11 by**: Using the same knowledge in more depth and detail through challenging coursework and exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** By focusing on the foundations and key groundings of Sports studies in the first year we can then develop and progress over time. Students will gain a good grounding, increased confidence and deeper understanding across the Units in which they will submit coursework from year 10 onwards	
Summer Term	**Learning overview: RO53 Leadership in Sport** **Knowledge taught:** Leadership roles Leadership responsibilities Leadership Styles **Skills:** Theory and Practical Effective leadership skills- communication, safe practice, motivation, delivery style How to plan a session		

28. Curriculum Map for Biology

Number of hours per fortnight	5
Exam board	AQA
How course is assessed	100% exam 3 exams

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Starting section of Biology paper 1 with cell structure and transport along with respiration **Knowledge taught:** Cell structure and transport - Animal and plant cells; eukaryotic and prokaryotic cells; specialised plant and animal cells; types of microscopes and calculating magnification; diffusion, active transport and osmosis. Respiration – aerobic, anaerobic, body's response to exercise and fermentation. **Skills:** Comparison of different types of cells; evaluation of specialised cell structures; math's skill with calculating magnification; analysis and evaluation of practical results; recall and retrieval of information; how to answer exam questions. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.	It is important to start with the topic of cells as it forms the basis for a large amount of biology. Cells is also a topic taught at the start of year 7 so links back to that which includes parts about specialised plant and animal cells and microscopes so having this topic first helps them recall this knowledge and improves upon it. This all helps students work from a base point and work up from there as many other aspects of biology require knowledge of cells and transport. The respiration topic builds on the work they did with organs in year 8 but with more depth and breadth and it links to the previous topic about how materials are exchanged.	Cell structure and transport is one topic so there is a mid-topic and end of topic assessment. Respiration is half of another topic so there is a mid-topic assessment which covers that topic.
Spring Term	**Learning overview:** Continuation of paper 1 topics with the circulatory system with plants and photosynthesis. **Knowledge taught:** Circulatory system – blood, blood vessels and the heart Plants and photosynthesis – plant structure; photosynthesis; rate of photosynthesis; tissues and plant organs; transport systems in plants; rate of transpiration	The circulatory system follows on from the respiratory system as they are linked by the transport of material around the body. It is very important for students to have experience of practical skills they need later at GCSE and useful for A-level. Plants and photosynthesis is the start of the ecology based parts of biology which they go onto study in year 11 and have	The circulatory system is the second topic along with respiration so there is an end of topic assessment covering both those topics. Mid and end of topic assessments for plants and photosynthesis

	and what affects it; how plants use glucose and mineral usage in plants **Skills:** Comparison blood vessels; practical skills in the dissection of the heart and the use of glucose in plants to reinforce learning; evaluation of different ways to help a damaged heart. Analyzing different effects on the rate of transpiration and the rate of photosynthesis; recall and retention of information and how to answer GCSE exam questions. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.	done some work on in year 8 when looking at habitats and ecosystems. They Will have also looked at photosynthesis at KS2 along with the parts of the plants. Transport and use of glucose in plants are also linked into the study of transport of material they did in the Autumn term.	
Summer Term	**Learning overview:** Topics from paper 2. Reproduction and ethics; competition and evolution **Knowledge taught:** Reproduction and ethics – sexual and asexual reproduction; fertilization; inheritance of characteristics including genetic crosses; inherited disorders; embryo screening; natural selection; cloning; selective breeding and ethical issues Competition and evolution – the importance of communities; organisms in their environments; competition and adaption for plants and animals; distribution and abundance with field exercises; theories of evolution; evidence for evolution and extinction. **Skills:** Comparing the different types of reproduction and evaluating the advantages and disadvantages of both. Analyzing genetic crosses to predict the outcomes of fertilization. Applying information to make informed judgements about the merits and ethical considerations about different aspects of reproduction. Being able to summarize the different theories of evolution and the evidence behind them. Recall and retrieval of information and how best to answer GCSE exam questions. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.	The work on reproduction builds upon the reproduction work done in year 8. Students will learn about the different types of reproduction, the potential physical and ethical problems involved. It gives the students a chance to examine evidence and evaluate advantages and problems. The different types fertilization leads into the work on cloning and selective breeding. The work on the different theories of evolution links to the previous topic on natural selection. The work that the students do on ecology follows on from topics they would have done in KS2 and continued in year 8 from the topic of habitats and ecosystems.	The topic of reproduction and ethics has a mid-topic and end of topic assessment. Competition and evolution also has a mid-topic and end of topic assessment.

28. Year 9 Curriculum Map for Chemistry

Number of hours per fortnight	5hrs
Exam board	AQA
How course is assessed	100% exam,100 marks two exam papers (P1& P2)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** What makes an atom? What is an ion? Isotopes. How can mixtures of elements or compounds separated. The electronic structure and the periodic table. Development of the periodic table, Properties of group 0 elements. Patterns of reactivity and properties of group 1 and 7. 3 properties of transition metals **Knowledge taught:** Atoms, elements and compounds. isotopes Arrangement of electrons in atoms Size and mass of atoms Relative atomic mass content How theories of atomic structure have developed History of the Periodic Table**.** Properties of transition metals, comparison with group 1 elements. Metals and nonmetals Group 0. Group 1. Group 7 Compound and mixtures Separation techniques Required Practical - Chromatography **Skills:** Description. Explanation. Evaluation.	**OVERALL academic development and understanding** The aim of the science curriculum is to promote a love of learning through developing inquiring minds that show curiosity about science and the natural world. We aspire for our students to acquire knowledge and to question models to secure and challenge their conceptual understanding. We want our students to develop scientific skills of inquiry: to explore through experimental design and evaluate scientific evidence to draw conclusions. They should be able to communicate scientific ideas, explanations, arguments and practical experiences accurately in a variety of ways. From their experience of the science curriculum they should excel in thinking analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts and have a keen understanding of the international nature of science and the interdependence of science, technology and society.	Assessment in Yr.9 Science consists of an assessment every other term consisting of exam questions drawn from any area of the curriculum studied so far. In addition students will be assessed on the quality of their written and spoken work during lessons and homework, and end-of-topic tests.

	Comparison. Planning and carrying out investigations **Memory Platforms:** Students will be assessed on their ability to: Recall the knowledge covered Explain chemical phenomena Interpret graphical and experimental data Plan and describe valid experiments Evaluate experimental procedures and results		
Spring Term	**Learning overview:** Structure and bonding Chemical changes **Knowledge taught:** Structure and bonding of ionic, covalent and Metallic substances. Bulk and surface properties of matter including nanoparticles. Nanoparticles and their properties. The three states of matter State symbols Properties of ionic compounds Properties of small molecules Properties of giant covalent compounds Structure and bonding of carbon (diamond, graphite, graphene and fullerene), Properties of metals and alloys Metals as conductors. Reactivity of metals (metal oxides, reactivity series, Reactivity and extraction of metals, oxidation and reduction, acid reactions, The pH scale and neutralisation, Reaction of metals with acids Soluble salts, titration. **Skills:** Description. Explanation . Evaluation Comparison. Planning and carrying out investigations Chemical calculations **Memory platform:** Students will be assessed on their ability to: Recall the knowledge covered Explain chemical phenomena Interpret graphical and experimental data	The following skills are taught throughout the Science Curriculum: Extended Writing, Graph Drawing, Investigation Planning, Conclusion Writing, Evaluation Writing, Scientific Modelling, Balancing Symbol Equations, Data Analysis, and Literacy in Science.	Based on: • Written test on structure and bonding and Chemical changes • Required Practical – Titration • Teacher continuous assessment

Summer Term	**Learning overview:** How do we know the amount of product we can make? Why is it important to know how fast a reaction goes? **Knowledge Taught:** Conservation of mass and balanced Chemical equations. Relative formula mass Mass changes when a reactant or product is a gas Masses and moles Amount of substances in equation Using moles to balance equations Limiting reactant Collision theory and activation energy Calculating rates of reactions Effect of concentration, temperature, pressure, surface area and catalyst on rate Experimental investigation of rate Graphical analysis of rate data **Skills:** Description. Explanation. Evaluation Comparison. Planning and carrying out investigations Chemical calculations **Memory platform:** Students will be assessed on their ability to: Recall the knowledge covered Explain chemical phenomena Interpret graphical and experimental data Plan and describe valid experiments Evaluate experimental procedures and results		Students will be assessed on the quality of their written and mathematical skills on chemical calculations and rate of reaction and homework, and end-of topic tests. Required Practical – Effect of concentration on the rate of reaction End of year exam

28. Curriculum Map for Year 9 Physics

Number of hours per fortnight	5
Exam board	AQA
How course is assessed	3 x 105 min exam in y11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Students will study the Energy topics from paper 1 **Knowledge taught:** ● Energy changes in a system, and the ways energy is stored before and after such changes ● Conservation and dissipation of energy ● National and global energy resources **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 60 min end of term test in Energy.

Spring Term	**Learning overview:** Students will study the Electricity topics from paper 1 **Knowledge taught:** ● Current, potential difference and resistance ● Series and parallel circuits ● Domestic uses and safety ● Energy transfers ● Static electricity **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 60 min end of term test in Energy and Electricity
Summer Term	**Learning overview:** Students will study the Particle Model of Matter topics from paper 1 **Knowledge taught:** ● Changes of state and the particle model ● Internal energy and energy transfers ● Particle model and pressure	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams.	Regular in class formative assessment by use of green feedback sheets. 60 min end of term test in Energy, Electricity and Particle model of matter.

	Skills: Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	