



Royal Wootton Bassett Academy

Year 9 Curriculum Map



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Art

Year 9		
Term 1	Term 2	Term 3
https://www.youtube.com/watch?v=Gsmjdx0ArVk Introducing the theme of Portraiture and self-portraiture. Task 1: Drawing and eye using the grid system Task 2: Josh Bryan Triangulations- Reproducing the work of the artist Josh Bryan to understand different forms of mark making and pattern. • <u>Knowledge</u> • Understanding the formal processes of Josh Bryan or Alison Kunath Triangulation technique for art. • Looking at manipulating patterns within portraiture to make an exciting but coherent outcome. • <u>Skills</u> • Adapting Josh Bryan's technique to personalise the response. • Understanding the formal qualities of pattern and form. • Applying the understanding of pattern to a specific outcome demonstrating precision • Developing resilience in producing a piece of work overtime.	Marilyn drawing by Josh Bryan (youtube.com) Response to Josh Bryan or Alison Kunath through self-portraiture • <u>Knowledge</u> • Developing the theme of pattern and form into a more informal self-portrait with less emphasis on the triangulation technique and more on spontaneity. • Developing an understanding of balance and form. • Developing a cohesive outcome incorporating all the skills learnt this term. • Photography option: Portraiture and colour lighting Theme considering how photographers use colour and textures to create emotions in their work. Investigating the photographers Nichola Iniesta and Brandon Woelfel. • <u>Skills</u>	Formative assessment followed by Luke Dixon research • <u>Knowledge</u> • Summative assessment of knowledge gained in term one and 2 • Students will embed knowledge of portrait through a gridded drawing. • Students will revisit graduated toning techniques to enable sensitive drawing of a portrait showing the effect of light on the face. • Photography option: Portraiture and directional lighting Theme considering how photographers use lighting to create emotions in their work. Investigating the photographers Dan Winters and Nicholas Raymond. • <u>Skills</u> • Photography option: • Portrait photoshoot sessions using the chiaroscuro lighting in the Photo suite with professional

	- Students will develop their fine mark making skills and develop their range of pattern work. - Students will develop their oracy skills in articulating their intentions for this project. - Wilf and peer assessment will be developed to encourage students to be independent learner and assessors. - Photography option: - Portrait photoshoot sessions using the sunset lamp and fairy lights Procreate/Photoshop, develop lighting, adjustments, layers skills	lights and textures. Procreate/Photoshop, extend lighting, adjustments, layers skills with use of gradient maps and image manipulation.
Term 4	Term 5	Term 6
Katarzyna Gagol Saatchi Art Response to mark making tasks looking at the artists such as Polish artist Katarzyna Gagol, <u>Knowledge</u> - Develop an understanding of FineLine and mixed media. - Develop an understanding of expressive mark making using colour pencils.	Portrait watercolor - Speed painting (youtube.com) Colour: watercolour pencil blending work in response to Agnes Cecile or Jenny Saville. Optional 3d unit based on masks. <u>Knowledge</u> - Students will develop and understanding of the subtleties of watercolour work	Elly Smallwood. Contemporary Art. Превью (youtube.com) Students placed in GCSE groups for Photography and Fine Art. In Art: This term we will explore the work of the artists Alvin Chong, Colin Davidson and Elly Smallwood. In Photography: Theme 1 <u>Knowledge</u> - Students will develop an understanding of the graphic

• <u>Skills</u> • Students will enhance and refine their mark making skills further developing from the taught lesson in term 3. • Students will begin to put their portfolio's together learning about the craft of presentation.	by carefully layering colour to create vibrant images. • Students will look at several portrait artists to compare and contrast to broaden their understanding of artists responses to the motif of portraiture. • Optional 3D unit. Students will gain an understanding of the structural elements of a face. Where and how we locate the nose, forehead, jaws and eyes in a 3d sculpture. • <u>Skills</u> • Students will learn colour blending using watercolours. • Students will understand impasto work • Students will develop and understanding for skin tones and shadow tones	drawing techniques of Alvin Chong and Colin Davidson • Portraiture Photoshoot work with professional equipment. • Observation/photoshoots, digital editing and hand-manipulation. • Critical study investigations include David Hockney, Irving Penn, David Bailey, Man Ray, Barbara Kruger, Annie Liebovitz, Cindy Sherman, Henri Cartier Bresson and Diane Arbus. • <u>Skills</u> • Students will develop and refine their technical skills in relation to portraiture. • Students will learn how to construct their first GCSE art page.
Learning Resources	Please see the websites indicated at the top of each term.	
Curriculum Delivery	Formal use of the Bassett Lesson structure, with an emphasis on activation, demonstration, applying and reviewing	
Assessment	Formative assessment throughout the year, via learning conversations both verbal and written and WILF's. Summative assessment in term 6 to review and embed knowledge	

Independent Study	Independent tasks given in terms 1,2 3,4,5 and 6 related to the topics within that term.
Enrichment	KS3 art club once a fortnight to enrich skills. House competitions such as the Christmas card design. School murals, and set design for the school performances

Computer Science

Year 9		
Term 1	Term 2	Term 3
Turtle (small basic)	Turtle (Small Basic)	IMedia samples / Revision Small basic
Term 4	Term 5	Term 6
Independent study skills Touch typing and HTML	Independent study skills Touch typing and HTML	Start GCSE
Learning Resources	Computer, free software: Office, Small Basic (smallbasic-publicwebsite.azurewebsites.net) , Khan Ac	
Curriculum Delivery	1-2 per fortnight	
Assessment	End of topic tests.	
Independent Study	Planetquery.rwba.org.uk Small Basic (smallbasic-publicwebsite.azurewebsites.net) Khan Academy Free Online Courses, Lessons & Practice	
Enrichment	Robot Club / "Pixel Pioneers: The Computer Game Club"	

Design and Technology

Year 9		
Term 1	Term 2	Term 3
<u>GCSE Taster Term!</u> ENGINEERING PowerPoint with voice over to explain the GCSE course overview and allow students time to ask questions. Students then have a go as a paper aero plane practical lesson which is focused on product evaluation and development. 3D DESIGN PowerPoint with voice over to explain the GCSE course overview and allow students time to ask questions. Students then have a go at modelling architecture from one piece of A4 paper. GRAPHICS PowerPoint with voice over to explain the GCSE course overview and allow students time to ask questions. Students then have a go at replicating their name using inspiration from given graffiti artists. FOOD PowerPoint with voice over to explain the GCSE course overview and allow students time to ask questions.	<u>ROTATION 1</u> ENGINEERING & 3D DESIGN Engineering and 3D Design have combined for the 'Lit' project. Students use their engineering skills to solder a light circuit and accurately assemble the product. In the first term they also create an exploded view of the product to help them understand how it fits together and the materials and properties it is made from. FOOD & GRAPHICS Students are introduced to festival food! And develop their food safety understanding and practical skills by cooking raw meat to make kebabs and using a food probe. They also develop independence within their recipes making doughnuts and pizza wheels.	<u>ROTATION 1</u> ENGINEERING & 3D DESIGN They continue to build their light in term 2, by moulding the top piece from concrete and are introduced to 3 different designers and finishing techniques. The students then choose their favourite technique to apply to their light before evaluating it. FOOD & GRAPHICS Linking to festival food, students create a logo for a festival and develop a packaging net for their festival food to be sold in. Students upskills from year 7 and 8 by using different media and having an introduction to photoshop.

Students then have a go at a biscuit/ crisp taste testing lesson.		
Term 4	Term 5	Term 6
<u>ROTATION 2 (as above)</u>	<u>ROTATION 2 (as above)</u>	PRE-GCSE TERM ENGINEERING Students are introduced to engineering sectors, and through this create a poster to explain what they find inspiring about engineering and within a vast subject what their aims are for the subject. Students are also introduced to manufacturing a desk tidy, using a more difficult material than they have used before and also being introduced to spot welding. Throughout manufacture students also take photos of their practical (as they will need to in unit 1 coursework) so that they are able to carry out a mock coursework in September before commencing the real thing in October. 3D DESIGN Students are introduced to different designers to inspire a playground theme project. Through this brief students will formally be introduced to how to create an artist/ designer biography, and will develop new skills learning how to use Google Sketch-Up for a CAD drawing technique and

		develop modelling skills using card and corrugated cardboard. GRAPHICS Students spend 3 lessons looking at 3 different artists work and replicating them, combining media that they haven't used before. The aim of this is to find strengths and weaknesses in the students graphic techniques to be able to build up skills in year 10/ focus on what individual students are good at in coursework to maximise grades. ERIC CARLE – Collage POLYMOLY STUDIO – Photoshop ANDREW JOYCE – pen, paint and photoshop GEORGINA LUCK – water colour and fineliner FOOD Students develop their knowledge of the eatwell guide, understanding macro and micronutrients - fats, proteins, carbohydrates, vitamins, minerals and water, therefore developing their knowledge and understanding of diet, nutrition and health. Practical skills ongoing throughout the term linked to key topics and building upon skills learnt in KS3. Students make a jalousie, a spice bread fruit plait and somas
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		as with a focus on shaping skills in bread and pastry.
Learning Resources	Students have a photocopied A4 booklet with all four subjects' resources in. This enables students and teachers to track progress over the full rotation of Design & Technology and also allows us to share assessment criteria and grades achieved within each material area.	
Curriculum Delivery	To enable us to build upon skills learnt in year 7 and 8, we have combined subjects together and increased the difficulty of the briefs. This allows one project to be taught over two terms with a subject specialist.	
Assessment	Careers taster sessions are marking in terms of ATL for term 1. Following that, students are assessed once a term, therefore twice within one project area. When assessed they are given a percentage grade, these grades are kept in an excel tracker and an average grade is calculated throughout the year for the progress reports.	
Independent Study	Students have one independent study task per rotation. ENGINEERING & 3D DESIGN Designer inspiration research page Concrete design for your own light FOOD & GRAPHICS Research your chosen countries food In term 6 students are given a summer homework to help prepare them for GCSE. ENGINEERING Add practical desk tidy photos to your job card 3D DESIGN Step by step guide of how to use CAD program GRAPHICS Students are introduced to stippling and create their name using this technique.	

	FOOD Bringing ingredients and an inspiration poster (why you picked this subject?!)
Enrichment	Various throughout the academic year that students can sign up for. 2024-2025 LMA – Royal Ballet Design and Make SDY – Embroidered advent calendar CAL – Pupil premium Christmas craft KNE – Baking club

Drama

Year 9		
Term 1	Term 2	Term 3
Topic – Witches Baseline assessment. Practical skills – Thought tracking, public information film, abstract style, stereotypes, semiotics. Link to GCSE - Component 2 – Presenting and Performing Texts, Cross-curricular links – History.	Topic - Duologues Practical skills - Script work. Off by heart – memory building, characterisation, comedy, blocking, semiotics. Link to GCSE - Component 2 – Presenting and Performing Texts, Cross-curricular links - English	Topic - Devising from a stimulus Practical skills – Given circumstances, devising, monologue, semiotics, improvisation, artistic intention, whole class drama, advert style. Link to GCSE – Component 1 Devising. Cross-curricular links – Art, music.
Term 4	Term 5	Term 6
Topic – Practitioners Practical skills – Surrealism, Naturalism, Total theatre, Comedy of Menace, Given circumstances. Link to GCSE – Components 1 and 2. Style influence. Cross-curricular links – History.	Topic - History of Theatre Practical skills – Reading and understanding scripts from many different time periods. Link to GCSE - Component 2 – Presenting and Performing Texts. Cross-curricular links – History.	For Drama GCSE Students only. Topic - Monologues. Topic - Mock Component one – Devising from a stimulus and portfolio. Practical skills- Collaboration. Initial ideas on stimulus. Cross-curricular links - English
Learning Resources	Choice of three duologues. Various visual stimuli. Practitioner power points. Various scripts from different time periods. Drama booklets.	

Curriculum Delivery	Two periods over a two week cycle.
Assessment	Practical assessment every term (6 weeks cycle.) One written exam per academic year. Booklet marking and feedback every term (6 week cycle.)
Independent Study	BBC bitesize for skills and techniques. Drama - BBC Bitesize To understand how to write a live review. Reviewing drama - Writing about and evaluating theatre - GCSE Drama Revision - WJEC - BBC Bitesize Practitioners: What is a theatre practitioner? - Selecting a practitioner - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize Devising from a stimulus: Stimulus, initial response and ideas - Creating a portfolio or devising log - AQA - GCSE Drama Revision - AQA - BBC Bitesize
Enrichment	Drama club. Whole school production. Arts Festival (RWB.) Trips throughout the year.

English

Year 9		
Term 1	Term 2	Term 3
Exploring Perspectives (Non-fiction) Students are exposed to a range of non-fiction writing from different perspectives. Students develop their speaking and listening skills, debating and discussing real-world topics and consciously adapting their writing and talk, to match the purpose, form and audience. Students will convey their own perspectives in an opinion article.	'Journey's End' (Modern Play) Students explore the brutal reality of life in the trenches in WWI through the play 'Journey's End' by R C Sheriff. Students will examine characters, character relationships and key themes and analyse staging and symbols for layers of meanings. This realist play expands students' knowledge of the genres of plays. Satellite texts such as historical propaganda are examined to deepen understanding of context. Students watch the play and write analytically about the whole text.	Love and Relationships (Poetry) Students explore an anthology of poems about human relationships, developing analytical skills to understand how the writer's choices of language, form and structure communicate messages to listeners across time. Students will be exposed to a range of different poetic forms. Context continues to gain significance here. Students continue to improve and gain independence in analytical comparative writing.
Term 4	Term 5	Term 6
'The Hound of the Baskervilles' (Prose fiction and narrative/ descriptive writing) Students study the complete pre-19th century novella 'The Hound of the Baskervilles' by Arthur Conan Doyle. Through close reading, we will examine the construction of character, setting and plot. Students will develop their understanding of genre and build on their contextual knowledge from Year 8. Students will	'All Things Shakespeare' (Shakespeare) This unit acts as a foundation unit, embedding essential contextual knowledge and skills and exposing students to a wider range of Shakespeare's works and genres. Students look at form in more detail, and understand the difference between prose and blank verse, as well as	'Macbeth' (Shakespeare) Students will begin a forensic examination of human nature, ambition, evil, gender, relationships, and kingship in Act 1 of 'Macbeth'. They will utilize their knowledge from last term and build on it by exploring it in the context of 'Macbeth' which they will continue to study in Year 10.

explore narrative voice and continue to craft their writing through careful choices of sentencing, punctuation, and vocabulary using a visual stimulus.	looking at sonnets and responding to them creatively. We will then examine some of Shakespeare's most impressive villains, as well as exploring the presentation of women in Shakespeare's plays.	
Learning Resources	Students will access a range of fiction and non-fiction throughout the year. School copies of all texts including anthologies of poetry and non-fiction, 'Journey's End' and 'The Hound of the Baskervilles' will be provided. In Term 6, students will be expected to get their own personal copy of 'Macbeth' that they will use throughout their GCSE English Literature studies. Students are expected to bring their own reading book to every English lesson as they will spend 10 minutes reading at the starts of lessons.	
Curriculum Delivery	Students are taught in mixed attainment groups. Students will be taught by two teachers who will see the class 8 times a fortnight.	
Assessment	Students will receive one summative assessment assessing Reading and Writing during the Year 9 assessment week. Formative assessments for reading, writing and speaking and listening will occur regularly throughout each short term. Students will receive a variety of peer, self and teacher feedback and schemes of work will build on prior knowledge and use modelling to enable progress through regular IACT.	
Independent Study	This will be set weekly. Students can expect a mixed diet each term of reading comprehension through the online platform Educake, as well as more extended project work.	
Enrichment	We aim to run at least one English trip per year linked to our curriculum. School clubs currently include Comic Book Club, Creative Writing Club and Drama Club. The library is easily accessible and stocked with a diverse range of books to develop a love of reading.	

Ethics and Philosophy

Year 9		
Term 1	Term 2	Term 3
Why is there suffering in the world?	Why is there suffering in the world?	Is war ever the answer?
Term 4	Term 5	Term 6
Is war ever the answer?	What is human ethics?	GCSE start: Human rights and social justice
Learning Resources	Explore RE textbook, BBC Bitesize,	
Curriculum Delivery	PowerPoint, articles, book chapters, statistics, scripture and sources of authority, videos, news,	
Assessment	Mini-milestones in each term	
Independent Study	Homework set once a term, Forms quizzes	
Enrichment	"Harry Potter" series, J K Rowling, "The Hobbit", J R R Tolkein, "When the war came home", L Parr, "The fault in our stars", J Green, "Pig heart boy", M Blackman, "My sister's keeper", J Picoult	

French

Year 9		
Term 1	Term 2	Term 3
<u>Histoires de vie</u> Contexts Talking about going out Talking about childhood Talking about cycling Language Perfect tense of irregular verbs The imperfect tense Adjectives: the BAGS rule	<u>Histoires de vie & La technologie</u> Contexts Francophone street artists Talking about achieving dreams Talking about old technologies Pros and cons of new technologies Language Direct object pronouns Using the perfect and imperfect together Modal verbs in the imperfect tense Negative constructions	<u>La technologie</u> Contexts Francophone influencers Real life versus life online Future technologies Language Verbs followed by prepositions and infinitives Using different tenses together Using three time frames
Term 4	Term 5	Term 6
<u>Les villes francophones</u> Contexts Talking about cities in Francophone cultures Discovering Brussels Talking about visiting Kinshasa Getting around town Life journeys	<u>La santé pour tous</u> Contexts Eating habits Keeping fit in the past and present Health myths and reality Talking about wellbeing Future lifestyle changes Language	<u>GCSE Transition</u> Contexts Talking about friends and family Describing myself Describing others Talking about relationships with others Language Tense consolidation and revision

Language Demonstrative articles The pronoun y Subject-verb inversion Adverbs The superlative	Si + present + future Present and imperfect tenses together Impersonal structures + infinitive The conditional Si + imperfect + conditional	Adjectives and adjective agreement
Learning Resources	'Viñ' course book High-frequency vocabulary booklet Topic-specific vocabulary booklet Kerboodle	
Curriculum Delivery	The RWBA Languages curriculum is built upon three pillars of learning: grammar, phonics and vocabulary, to build students communication skills and self-efficacy in the language.	
Assessment	Students will have a formal assessment in the Spring term. They will also be assessed formally throughout the year on high-frequency vocabulary, grammar and phonics	
Independent Study	Duolingo Seneca Kerboodle	
Enrichment	MFL Christmas Market European Day of Languages MFL Club	

Geography

Year 9		
Topic 1	Topic 2	Topic 3
Global snowball • Ice ages and the power of ice • Glaciers as systems • Glacial processes • Landscapes in glacial landscapes • Global warming and glacial environments • Opportunities and challenges in alpine environments	Urbanisation • Megacities • Wasteful cities • New Cities • Sustainable cities • Sprawling cities • Unequal cities	Atmospheric hazards • What are hazards • Global atmospheric circulation • Tropic storms • Cyclone Nivar • Managing tropical storms • Droughts and desertification • Managing droughts • Wildfires • Wildfires in the UK • Protecting ourselves from wildfires
Topic 4	Topic 5	
Development • Development levels across the world • Measuring development • Why is there a development gap? • Why is Haiti a Low-Income Country? • Is the United Arab Emirates as developed as we think? • Globalisation and development	Resource management • The distribution of food, energy, and water around the world. • Food, energy, and water in the UK. • Issues with global food supply • Factors affecting food supply • Impacts of food insecurity • Increasing food supplies	

• Trans-National Corporations • The United Nations Sustainable Development Goals • The Trade Game	• Sustainable food production	
Learning Resources	Exercise books A4+, worksheets and handouts during lessons, login details to formative assessment platform <i>educake</i> . PowerPoint presentations, use of iPads for research and information gathering.	
Curriculum Delivery	Geography lessons are taught as a series of topics that tends to take slightly longer than an academic term. Each topic develops student knowledge and subject specific skills are threaded through the curriculum within each topic.	
Assessment	An assessment in Geography will have a variety of tasks that range in complexity and application. There will be multiple-choice questions, match-up exercises, annotating photographs or diagrams, completing and interpreting graphs, analysing maps and varying lengths of written answers.	
Independent Study	Students will be expected to complete regular formative assessment quizzes using the online platform <i>educake</i> . Revision in the lead up to assessments will be directed so that students can explore a variety of techniques appropriate for the subject.	
Enrichment	Geography club runs fortnightly and engages students with a range of fun activities to celebrate the subject. Projects include creating a terrarium, testing infiltration rates using custom built equipment, creating contour models, designing earthquake proof buildings and climate change adaptations to the school.	

German

Year 9		
Term 1	Term 2	Term 3
<u>Das Alltagsleben</u> Contexts Making plans and excuses Talking about healthy living Comparing chores in different families Language Using <i>wollen</i> + the infinitive Revising <i>man soll</i> and <i>man muss</i> Revising subordinate clauses with <i>weil</i> and <i>wenn</i>	<u>Meine Klamotten</u> Contexts Saying what you are wearing and like to wear Talking about your style Talking about your shopping habits Language Using verbs with the vowel change 'a' to 'ä' in the present tense Using accusative adjective endings Using possessive adjectives in the accusative case	<u>Meine Klamotten & Virtuelle und reelle Welt</u> Contexts Talking about shopping for clothes Talking about special occasions Talking about tv and film Language Revising the future tense with <i>werden</i> Revising the perfect tense with <i>haben</i> and <i>sein</i> Using subordinate clauses with <i>weil</i> and <i>da</i>
Term 4	Term 5	Term 6
<u>Virtuelle und reelle Welt</u> Contexts Talking about different kinds of music Talking about the internet and social media Talking about technology today and in the past Language Using time-manner-place word order Expressing opinions using <i>dass</i> Recognising and using the imperfect tense	<u>Virtuelle und reelle Welt & Willkommen in Berlin</u> Contexts Talking about volunteering projects Planning a trip to Berlin Learning about life in Berlin Language Revising the use of different tenses Revising the future tense with <i>werden</i> Using a range of tenses	<u>GCSE Transition</u> Contexts Talking about friends and family Describing myself Describing others Talking about relationships with others Language Present tense of weak and strong verbs Present tense of <i>haben</i> and <i>sein</i> Verbs used with <i>zu</i> + infinitive Reflexive and separable verbs

Learning Resources	'Echt' course book High-frequency vocabulary booklet Topic-specific vocabulary booklet Kerboodle
Curriculum Delivery	The RWBA Languages curriculum is built upon three pillars of learning: grammar, phonics and vocabulary, to build students communication skills and self-efficacy in the language.
Assessment	Students will have a formal assessment in the Spring Term. They will also be assessed formally throughout the year on high-frequency vocabulary, grammar and phonics
Independent Study	Duolingo Seneca Kerboodle
Enrichment	MFL Christmas Market European Day of Languages MFL Club

History

Year 9		
Term 1	Term 2	Term 3
Enquiry: why do we still remember the First World War? A study of the causes, the nature of fighting and end of the First World War.	Enquiry: How did democracies and dictatorships change lives in the Twentieth Century? A study of three case studies looking at different political systems and their impact on the lives of populations.	Enquiry: When was the Second World War won? A study of the causes and key turning points of the Second World War.
Term 4	Term 5	Term 6
Enquiry: Why is Holocaust education compulsory in History? A depth study of the Holocaust, looking at the events of the Holocaust and Britain's response to it.	Enquiry: Were the 'swinging sixties' really swinging? A study of the USA in the 1960s looking at culture, warfare and changes to society.	GCSE Medicine Students who have chosen to take GCSE History will begin their study of the Medicine in Britain c.1250-present day topic.
Learning Resources	BBC Bitesize The First World War https://www.bbc.co.uk/bitesize/topics/z4crd2p Interwar Germany https://www.bbc.co.uk/bitesize/topics/z94cwmn/articles/zwj9cmn Interwar America https://www.bbc.co.uk/bitesize/topics/z22fvwx Interwar Russia - https://www.bbc.co.uk/bitesize/guides/z43tcqt/revision/1 Second World War https://www.bbc.co.uk/bitesize/topics/zk94jxs Holocaust https://www.bbc.co.uk/bitesize/topics/zk94jxs Cuban Missile Crisis https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/zvrvf82 Civil Rights in the USA https://www.bbc.co.uk/bitesize/topics/zgb39j6 Medicine in Britain https://www.bbc.co.uk/bitesize/topics/zppr4xs GCSEPOD – all students will receive a login for this.	

Curriculum Delivery	Taught in mixed-ability classes based on tutor groups
Assessment	In each term students will complete: A 20 mark knowledge recall quiz on the term's learning and a mini-milestone, either writing or thinking like a historian based around the enquiry question. Once a year students will sit a summative assessment testing their knowledge recall and writing and thinking like a historian skills.
Independent Study	Independent study to be set when needed to extend or develop in class learning.
Enrichment	KS3 History club is run bi-weekly.

Mathematics

Year 9		
Term 1	Term 2	Term 3
• Number • Operations with fractions • Rounding and estimation • Bounds • Pythagoras' theorem • Finding missing sides • 2D shapes • Perimeter of 2D and compound shapes • Area of 2D and compound shapes • Circumference of circles • Arc length	• Percentages • Percentage change • Interest and VAT problems • Tax and wages • Best buy problems • Algebra • Solving linear equations • Solving inequalities • Rearranging formulae	• Transformations • Reflection • Rotation • Translation • Enlargement • 3D shapes • Nets • Surface area • Volume • Plans and elevations
Term 4	Term 5	Term 6
• Graphs • Plotting linear graphs • The equation of a line • Real life graphs • Rates • Problem solving involving speed • Distance-time graphs • Compound measures	• GCSE Course starts • Number • Order of operations • Simplifying using indices • Surds (higher only) • Representing data • Frequency tables • Charts	• Algebra • Collecting like terms • Substitution • Expanding brackets • Factorising into brackets • Averages and Range • Angles (and trigonometry = higher only)

Learning Resources	A bespoke scheme of learning to cover fundamental skills required to succeed at GCSE, using mathematics department sourced resources in lessons. In terms 5 and 6, students begin work on the GCSE textbook and scheme of learning.
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Curriculum Delivery	Tiered teaching groups following a “Higher”, “Crossover” or “Foundation” scheme of work all covering the same skills, but with different focus based on the group. Six lessons in classrooms and one in a computer room using Sparx maths.
Assessment	30-mark topic tests at the end of each topic block. Two 45-minute summative tests (one calculator, one non-calculator) covering all content covered, during the main year 9 assessment window towards the end of the key stage 3 content. After starting the GCSE course, 50-mark topic tests will be sat in-class at the end of each taught chapter.
Independent Study	Weekly Sparx Maths is set following topics from the scheme of learning to consolidate and review understanding. Sparx Maths is an online platform with personalised questions which are instantly marked. Each question contains a video to support students if they are finding it challenging. The platform adapts the difficulty of the generated questions based on the students’ previous task completion rate and accuracy.
Enrichment	The school offers the UKMT Intermediate maths challenge for those students seeking to participate in some logical, extended mathematical thinking and problem-solving.

Music

Year 9		
Term 1	Term 2	Term 3
Jazz - Social, historical and cultural context. Blues scale, 12 bar-blues, keys and chords. OR Band performance. - Create a band cover song in an ensemble setting. - Popular music and instruments. Ensemble performance.	Jazz - Social, historical and cultural context. Blues scale, 12 bar-blues, keys and chords. OR Band performance. - Create a band cover song in an ensemble setting. - Popular music and instruments. Ensemble performance.	Film Music - Composing to a brief. - How music is used in film. - Creative Music Technology and using a DAW. OR Ensemble Performance. Popular music and instruments. Learning how to perform as part of an ensemble.
Term 4	Term 5	Term 6
Film Music - Composing to a brief. - How music is used in film. - Creative Music Technology and using a DAW. OR Ensemble Performance. Popular music and instruments. Learning how to perform as part of an ensemble.	Consolidate learning from terms 1-4. Develop listening skills and Music Technology. Develop keyboard and music notation skills.	GCSE Music Year 9

Learning Resources	Each of the three music classrooms are equipped with 15 keyboards with headphones. There is one suite of 15 PCs running music technology. The music department is equipped with 60 ukuleles, multiple pitched and unpitched percussion instruments and five upright pianos, three electric pianos and one Yamaha C3 Grand Piano.
Curriculum Delivery	KS3 Music lessons take place once per week. All students can supplement these lessons with clubs and or learning a music instrument via music tuition with peripatetic music teachers. The curriculum is taught via student booklets with regular opportunities to reflect on learning and complete listening exercises. Each student has equal access to sheet music and learning resources.
Assessment	Students assessed practically once per term. Formative assessment takes place throughout music lessons. End of topic key word quizzes. Written summative assessment once per year.
Independent Study	Individual practice on instrument. Learning key words and definitions. Revision for KS3 Music written assessments. Youtube.com Bbc.co.uk Quizlet.co.uk Kahoot.co.uk
Enrichment	Extra-curricular opportunities include Junior Voices, Wind Band, String Ensemble, Brass Ensemble, Flute Ensemble, Recorder Club (TBC), Keyboard Club (TBC) and Creative Music Technology Club (TBC). Performance opportunities include Bi-annual Whole School Production, two KS3 Recitals, one Piano Recital, Autumn Music Concert, Carol Concert, Spring/Summer Concert and Bassett's Got Talent. Each year group will have the opportunity to attend at least one Musical Theatre trip each year.

PDT

Year 9		
Term 1	Term 2	Term 3
PDT: Relationships(CAL) <u>Topic Title: Personal Relationships</u> 1. Consent and rights 2. Sex & respectful relationships 3. Pornography vs reality 4. STI's and condoms 5. Addiction 6. How can I stay safe around substances? What are the risks with vaping?	PDT: Citizenship (DWI) <u>Topic Title: e-Safety</u> 1. What are the risks of Gaming Online ? 2. What are the risks of gaming addiction? 3. What are echo chambers? 4. What are the impacts of excessive screen time? 5. Online presence*	PDT: Relationships(CAL) <u>Topic Title: Communication in Relationships</u> 1. Building blocks to relationships 2. Sustaining Relationships 3. Consent 4. Conflict and communication 5. Different Types of families & marriage 6. Managing relationships and change
IL Internationalism: Migration and Refugees (DWI) 1. What key terms are associated with migration? 2. Why do people migrate? 3. Windrush Migration (Newsround special?) 4. Windrish Migration (Newsround special?) 5. Ukrainian Refugees (AWI/LBe?) 6. Afghan Refugees (AWI/LBe?)	IL Relationships - Online Relationships (CAL) 1. Online Stress and FOMO 2. The real you 3. Real friends VS Online Friends 4. The risks of online relationships 5. Communicating Assertively	IL Internationalism: Speak Up , a right to education (DWI) 1. The story of Malala Yousafzai 2. Speak Up - Discussion & Decision 3. Speak Up - Discussion & Decision 4. Education and Growth 5. Why is education important? (1) 6. Why is education important? (2)

Term 4		Term 5	Term 6
PDT: Futures Day (Options) Careers and Study Skills (ABE & DSO and KSH) 1. Futures Day 2. Futures Day 3. Careers 4. Careers 5. Study Skills 6. Study Skills		PDT: Relationships(CAL) <u>Topic Title: Protecting yourself</u> 1. Drugs and legal highs 2. Knife crime 3. Gangs* 4. Obsessive Behaviours 5. Body Image 6. Healthy eating and eating disorders	PDT: Finance and Enterprise (DWI) <u>Topic Title: Money in the 21st Century</u> 1. What are the causes of cyber crime? 2. What are the effects of cyber crime? 3. What are the risks with online gambling and gaming? 4. What is online fraud? (pg122) 5. How do I deal with identity theft? (pg123) 6. What are pensions and why are they important? (pg91)
IL Relationships - Personal Health (CAL) 1. Helpful VS Unhelpful thoughts 2. Stress 3. Physical Health 4. Sleep 5. Mental Wellbeing		IL Internationalism: The Commonwealth (DWI) 1. What is the commonwealth 2. Commonwealth Countries 3. Commonwealth & British Values 4. The Commonwealth Charter 5. The Commonwealth Games 6. Designing Commonwealth Games	IL Study Skills 1. 2. 3. 4. 5. 6. Revision group responsibility
Learning Resources	PDT Resources planned and prepared by DWi and CAL with reference to gov statutory guidance, shared with tutors to adapt. EP Resources planned by DSa.		
Curriculum Delivery	Majority of PDT content delivered by tutors during PDT lessons Week B P5&6, and within iLearn timetable as appropriate (iLearn themes are allocated per term, across iLearn Relationships and Health, iLearn Internationalism, iLearn Study Skills and Careers, iLearn Current Affairs, iLearn Literacy, iLearn Wellbeing, iLearn Assembly).		
Assessment			
Independent Study			
Enrichment			

Science

Year 9		
Term 1	Term 2	Term 3
Biology: Cell biology: Students explore how structural differences between types of cells enable them to perform specific functions within the organism Biology: Plant biology: Students learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis Chemistry: Atomic structure & periodic table 1: Students explore the historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. Physics: Energy & its forms: Students explore how the concept of energy was used to explain the work output of heat engines and to understand chemical reactions and biological systems.		Chemistry: Bonding 1: Students learn to use the theories of bonding explain how atoms are held together in different structures Physics: Introduction to forces 1: Students analyse forces to describe how a variety of machines and instruments work.
Term 4	Term 5	Term 6
Biology: cell transport 1: Students explore how dissolved materials are moved quickly around the body. Chemistry: Atomic structure & periodic table 2: Students learn about how the periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties Physics: electricity: Students learn that electric charge is a fundamental property of matter everywhere and use this to build electric circuits.	Chemistry: Chemical changes 1: Students explore different chemical changes to predict exactly what new substances would be formed Physics: waves and their features: Students learn about how waves carry energy from one place to another and can also carry information.	Biology: Ecology: Students learn that all species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to conditions, both abiotic and biotic. Chemistry: chemistry of the atmosphere: Students explore how the Earth's atmosphere is dynamic and forever changing and that the causes of these changes are sometimes man-made and sometimes part of many natural cycles.

Learning Resources	CGP KS4 revision guides (available on Parent-pay at the beginning of year 9) GCSE Science - BBC Bitesize AQA GCSE Biology 2018 Save My Exams AQA GCSE Chemistry 2018 Save My Exams AQA GCSE Physics 2018 Save My Exams Our Pods - GCSEPod
Curriculum Delivery	Students have science lessons six times every two weeks. Topics are taught in rotation throughout the term(s) by two teachers. Classes within the same band cover these topics in different orders to ensure there is sufficient equipment available for all practical experiments.
Assessment	Students are assessed on their scientific skills within each topic, with marks recorded and monitored by the class teacher to track progress. Additionally, they take a content-based summative assessment once a year, covering all previously learned material.
Independent Study	Independent study to be set when needed to extend or develop in class learning.
Enrichment	STEM club

Spanish

Year 9		
Term 1	Term 2	Term 3
<u>Adictos a la moda</u> Contexts Describing what you wear Describing fashion in greater detail Talking about shopping on the high Street Visiting a shopping centre Language Using demonstrative adjectives Forming the present continuous tense Using indefinite adjectives Using cardinal and ordinal numbers	<u>Adictos a la moda & Yo y mi mundo</u> Contexts Dealing with problems when shopping Discussing hypothetical situations Describing morning routine Describing evening and morning routines Language Using direct object pronouns Forming the conditional Using reflexive verbs (I) Using reflexive verbs (II)	<u>Yo y mi mundo</u> Contexts Talking about relationships with friends and family Comparing routines Talking about global issues Discussing solutions to global issues Language Using direct object pronouns Using certain prepositions with verbs Forming irregular verbs in the future and conditional Forming impersonal constructions
Term 4	Term 5	Term 6
<u>De paseo por el mundo hispano</u> Contexts Discovering Texan culture Comparing Madrid and Barcelona Discovering Mexico City Finding out about Peru Language Forming radical changing verbs in the present tense Forming the perfect tense (regular verbs)	<u>De paseo por el mundo hispano</u> Contexts Learning about life in Cuba Planning a trip across South America Getting to know Africa's only Spanish-Speaking country Language Using reflexive verbs in different tenses Combining the future and conditional	<u>GCSE Transition</u> Contexts Talking about friends and family Describing myself Describing others Talking about relationships with others Language Using <i>ser</i> and <i>estar</i> Present tense of <i>tener</i> Reflexive verbs

Using irregular past participles in the perfect tense Forming the imperfect tense		Common irregular verbs Adjectives and adjective agreement Possessive adjectives Using linking words
Learning Resources	'Claro' course book High-frequency vocabulary booklet Topic-specific vocabulary booklet Kerboodle	
Curriculum Delivery	The RWBA Languages curriculum is built upon three pillars of learning: grammar, phonics and vocabulary, to build students communication skills and self-efficacy in the language.	
Assessment	Students will have a formal assessment in the spring term. They will also be assessed formally throughout the year on high-frequency vocabulary, grammar and phonics	
Independent Study	Duolingo Seneca Kerboodle	
Enrichment	MFL Christmas Market European Day of Languages MFL Club	