

**Year 9**

**Curriculum Mapping**

**Curriculum Mapping**



Subject: Art and Design Year Group:9

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| **September- October** | **November- December** | |
| ***Students learn about:***  ***One-point perspective and Surrealism***  Literacy: perspective, horizon line, converging lines, vanishing point, distance, optical illusion, Surrealism  Numeracy: Scale, measuring, technical drawing  ICT: Use of ICT in learning perspective,  TS & PC: M12 / DM5 / DM7 / SM2 / SM5 / BC1 / WO8  RRSA: Article 31  Careers: Architecture, technical drawing  Tracking assessment: Perspective Room Painting (winter exam) | **Mid-**  **Term** | ***Students learn about:***  ***Graffitti writing, own name as Tag***  Vandalism V Art, Graffiti, Tag, perspective, block lettering, Artist Link: Julian Beever / Banksy  Literacy: Class discussion and written element in classwork book on the following; grafitti art v vandalism; self & peer evaluation  Numeracy: Perspective drawing, accurate measurements with lettering, investigate fonts  ICT: developing font in graffiti app; contextual research HW  TS & PC: M15 /17 / DM4 / SM4 / SM9 / BC3 / BC4 / Wo8  RRSA: Article 31  Careers: graphic design; typography, Design, Fashion Design, Logo and brand design, marketing / advertising  Tracking assessment – Graffiti Tag |

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| **January- February** | | **March** |
| ***Students learn about:***  ***Cultural Pattern from various countries***  ***Henna Hand Design, Rangoli, boomerang aboriginal design,***  Literacy: Class discussion and written element in classwork book on the following; Tribal, pattern, repeat pattern, motif, Henna Hand, Rangoli, Aboriginal, Aztec, Mexican Day of the Dead  Numeracy: Scale, proportion, pattern  ICT: ICT Kidszone pattern work, contextual research HW  TS & PC: M15 /17 / DM4 / SM4 / SM9 / BC3 / BC4 / Wo8  RRSA: Article 31  Careers: textile and graphic design  Tracking Assessment – Aboriginal painting | **Mid- Term** | ***Students learn about:***  ***Day of the Dead – Mexican cultural traditions***  Literacy: Class discussion and written element in classwork book on the following; Mexican Day of the Dead, beliefs, link to CoCo animation  Numeracy: Scale, proportion, pattern  ICT: Research on Day of the Dead, contextual research HW  TS & PC: M15 /17 / DM4 / SM4 / SM9 / BC3 / BC4 / Wo8  RRSA: Article 31  Careers: Graphic design, print making  Tracking Assessment – 2D card skull Day of the Dead / Collograph |

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|  | **April-May** | **June** | |
| **Easter holidays** | ***Students learn about: Logo Design***  Well known logo design, consider design, what makes a logo effective, marketing and advertising successes  Students will review knowledge of cultural pattern, motif, design, graffiti to design own packaging for energy drinnk product (Dragons Den)  Literacy: Annotated design sheet packaging  Numeracy: Scale, proportion, pattern  ICT: Contextual research HW  TS & PC: M15 /17 / DM4 / SM4 / SM9 / BC3 / BC4 / Wo8  RRSA: Article 31  Careers: marketing, design, graphic design, textile design  Tracking assessment: Summer exam, submit design sheet |  | ***Students will complete a summer project based on ‘Holiday of Dreams’ linking in with cultural project***  Literacy: review of tonal shading, colour studies  Numeracy: Scale, proportion, pattern  ICT: research / ICT brochure / Canva  TS & PC: M15 /17 / DM4 / SM4 / SM9 / BC3 / BC4 / Wo8  RRSA: Article 31  Careers: Designer, typographer |

**Curriculum Mapping**



Subject Home Economics Year Group: Year 9

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| **September- October** | **November- December** | |
| **What’s in our food?**  **Introduction to labelling (food/clothing / household products). Role of fat, sugar and fibre in the diet**  **Students will study why fat is needed in the diet, Recommended amounts / foods that provide fats and consequences of a high fat diet on health. These themes will also be studied in relation to sugar and fibre**  **Students will prepare a range of food dishes linked to theory covered**  Literacy: Subject specific terms  Numeracy: handling data on food labels (nutrition info) construct a graph to show the sugar content of a range of foods  ICT: designing a label using ICT / research sugar content of a range of foods  TS & PC: Working with others (WWO), Self-Management (SM)  RRSA: Article 24  Careers: Role of a dietician / Dentist | **Mid-**  **Term** | **What’s in our food? – continuation of previous half term themes**  **recipe modification to meet current nutritional guidelines – students will consider the most common dishes eaten by many families and how they can be adapted to meet nutritional goals**  **Students will prepare a range of food dishes linked to theory covered**  **End of Term 1 Assessment - Exam**  Literacy: self / peer evaluation of practical work  Numeracy: Weighing and measuring of ingredients / comparison of nutritional content of foods  ICT: recipe research  TS & PC: WWO, SM / Being creative  RRSA: Article 24  Careers: Packaging designer / role of a dietician  Tracking assessment: Christmas Exam (written paper 1hr) |

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| **January- February** | | **March** |
| **Family life**  **Types of family, exploring roles within families / changing roles and responsibilities / family conflict and resolution**  **Students will consider their role within the family and how responsibilities change throughout life and each age stage**  Literacy: Key words – roles / responsibilities  Numeracy: Handling data  ICT: Research Role of Parenting NI  TS & PC: WWO / BC  RRSA: Right to Family Life / support from Government  Careers: Role of Family support worker / Parenting NI | **Mid- Term** | **Family life**  **Focus on household budgeting and personal responsibility.**  **Key terms – income /expenditure / budget /debt**  **Advantage of budgeting**  **Cost comparison of food items in different retail outlets**  **Types of retail outlets and the growth of discount stores and online purchasing**  Literacy: self and peer evaluation of practical work  Numeracy: number (prices of goods in relation to budgeting)  ICT: research on tips to save money  TS & PC: Working with others /being creative  RRSA: Article 16 – Right to Family privacy  Careers: Role Citizens Advice Bureau  Tracking assessment: Practical assessment |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Eatwell for less project to include:**  **Budgeting, research, justifying decisions and presenting information.**  **Methods of paying for goods and services – cash /debit card /credit cards/ contactless / google pay etc. Students will consider the advantages and disadvantages of each**  Literacy: Reading, writing and handling information  Numeracy: Costing and cost comparison  ICT: Research and presenting information  TS & PC: SM / WWO  RRSA: Article 24  Careers: Tracking assessment: Summer exam (written paper 1hr) | **Revision** | **Eatwell for less project – students will watch an episode of eat well for less to identify a range of money saving tips in the family. They will design a practical guide for their family based on findings to save money within the context of their own home.**  Literacy: / making choice and justifying an opinion  Numeracy: comparing prices / value for money  ICT: research on money saving tips at home  TS & PC:  RRSA:The right to Privacy / Family life  Careers: Consumer Council / Citizens Advice / Finance |

 **Curriculum Mapping 2023-24**

Subject **Drama** Year Group **9**

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| **September- October** |  | **November- December** |
| **Vision, Values + Aims**  Ice-breakers - get to know each other  Introduction to drama and ways of working in the drama space  Learn about the school motto, school rules + school aims/values  Introduction to Thinking Frames (Defining/Brainstorming & Describing)  Sharing ideas, understanding what is expected, working with others, group discussion and positive behaviour.  Introduction to tableaux – respect for others, self + learning; what a good drama class looks like, sounds like, feels like – use of levels, eye-contact, posture and body language  Introduction to Rights respecting school    **Homework Tasks**  All About Me; Thinking Frames; What is Respect/Responsibility; Acrostic Poems Friendship; Reflection; End of Unit Evaluation  **HOM: 1** Persisting; **3** Listening with Empathy + Understanding  **Literacy:** Tools for listening + talking; communication – oral + written; Thinking Frame - Brainstorming; homework/classwork booklet  **Numeracy:** Group games; counting for length of tableau and timing the transition from one tableau to another  **ICT:** Research ‘What is Drama?’ BBC Bitesize  **TS & PC:**  Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others  **Prior Learning:** Links with English, particularly Speaking & Listening  **RRSA:**  Introduction to The Rights of the Child  **Careers:** Communication + working with others  **Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such as RE & PD; Links with English: Speaking + Listening; Script reading/writing; keywords.    **Tracking Assessment:** Tableaux created; Rules Poster + suggested games; on-line learning tasks/homework booklet; End of Unit Evaluation | **Mid-**  **Term** | **Darkwood Manor**  Use a range of drama skills + strategies to develop storytelling  Use elements of drama to show tension + create believable characters  Thinking Frames (Describing – The Door)  Peer + Self Evaluation  Introduction to Thought Tracking; Narration + Hot-Seating  Basic introduction to Physical Theatre  Basic introduction to Stage Lighting    **Prep for Christmas Exam**    **Homework Tasks**  Homework Booklet; BBC Bitesize task with test (narrative techniques); BBC Bitesize Task with test (thought tracking); Draw either the Haunted House or the Creepy Door or design a poster to advertise the Reward Poster for staying in the haunted house; Stage Lighting Powerpoint + quiz; Revision for Winter exam    **HOM: 1** Persisting; **11** Creating, Imagining + Innovating  **Literacy**: Tools for listening + talking; communication – oral + written; mind mapping; homework/on-line tasks; writing in role; role-play; storytelling; newspaper articles; media – reality TV clips  **Numeracy:** Warm up games/exercises  **ICT:** Create Challenge Poster – Reward for spending the night at Darkwood Manor, BBC Bitesize  **TS & PC:** Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others  **Prior Learning:** Links with English, particularly Speaking & Listening; Unit 1  **RRSA:** Article 28 + Article 29  **Careers:** Drama in the media (reality TV); Journalism; the role of the Lighting Designer  **Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such a History; Links with English: Speaking + Listening; Script reading/writing; keywords.    **Tracking assessment:** Practical Assessment + written Tracker (Winter Exam) |
| **January- February** |  | **March/April** |
| **Devised Drama – ‘Inside Out’ Explore Drama Conventions through the theme of Mental Health**  Explore different attitudes and beliefs through role play  Allow opportunity for students to experiment with conventions within their drama work – tableaux; split stage; monologue; thought tunnel; sound collage; cross-cutting; voice over; etc.  Provide the opportunity for students to experiment with the structure of devised drama pieces  Experiment with language, voice + interpretation of meaning  Exploration of characterisation techniques  Select the best conventions to use in order to enhance a piece of work; Use theatre arts appropriately in a devised piece – focusing on sound + props  Choice of Thinking Frames  Self + Peer Evaluation    **Homework Tasks**  Homework Booklet; Research Tasks; Script writing; Writing in role; BBC Bitesize    **HOM: 3** Listening with Empathy + Understanding **11** Creating, Imaging + Innovating  **Literacy:** Newspaper articles/feature; media – film ‘Let Him Have It Chris’; writing in role; explore + understand ideas, events + features in texts; marks are awarded for the quality of written work; express opinions about their own work; present ideas in a variety of forms  **Numeracy:** Scaled drawings/models/floor plans; record ideas through notes or notation; dynamics/phrasing/tempo and tone; use of plots and cue sheets  **ICT:** Internet research; powerpoint; apps/internet for sound/lighting effects; YouTube; presentation of folio items; use software, systems + consoles  **TS + PC:** Managing information; Being creative; Self-management; Working with others  **Prior Learning:** Links with English, particularly Speaking & Listening; Unit 1  **RRSA:** Articles 13, 19, 23, 37 + 40  **Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such as RE & PD; Links with English: Speaking + Listening; Script reading/writing; keywords.  **Tracking assessment:** Improvisation + Tracker Test |  | **‘Charlie and The Chocolate Factory’**  Read though scenes of the play  Create still images and use narration  Create a television advert  Act out scenes from the play  Introduction to Theatrical style: Naturalistic; Abstract; continue developing Physical Theatre  **Homework Tasks**  Homework booklet; script reading/writing; Thinking Frames; Research;; Reflection; End of Unit Evaluation  **HOM: 4** Thinking Flexibly**; 11** Creating, Imagining + Innovating  **Literacy:** Tools for listening + talking; communication – oral + written; Thinking Frame – Brainstorming; homework/classwork booklet  **Numeracy:** Group games; counting for length of tableau and timing the transition from one tableau to another  **ICT:** Research ‘What is Drama?’ BBC Bitesize  **TS & PC:**  Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others  **Prior Learning:** Links with English, particularly Speaking & Listening; Unit 1  **RRSA:**  Articles 13 & 31  **Careers:** Communication + working with others  **Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such as RE & PD; Links with English: Speaking + Listening; Script reading/writing; keywords.    **Tracking assessment:** Practical Assessment + written Tracker |
| **May - June** |  |  |
| **‘Jo’ and/or ‘Turning Blind Eyes Unit – Characterisation Unit (Bullying) or ‘Superheroes**  Introduction to spontaneous + rehearsed improvisation  Introduction to basic voice skills (tone; register; volume, gesture + facial expression)  Introduction to basic movement skills (naturalistic, abstract, eye-contact, special awareness; use of levels, posture, body language and gesture)  Introduction to basic characterisation skills + how to develop/sustain a role  Introduction to role play  Develop hot-seating  Thinking Frames (Sequencing – plotline of the improvisation)  Script read though in class/home  Theatre Art – Introduction to Costume Design Powerpoint + Design Task (lGCSE Link)    **Homework Tasks**  Homework Booklet  Read Script – written tasks  ICT in Drama Challenge Task  Thinking Frames – Sequencing Task  Costume Design  **HOM: 2** Managing Impulsivity; **3** Listening with Understanding + Empathy  **Literacy:** Tools for listening + talking; communication – oral + written; mind mapping; homework/classwork booklet; writing in role; role-play; ‘Poor John’ story; various scenarios; poster design  **Numeracy:**  Warm up games/exercises  **ICT:** Research ‘What is Bullying’; create an Anti-Bullying poster/television advert – pass Grades to ICT Dept (ICT in Drama Challenge Task)  **TS & PC:**  Managing Information; Thinking, Problem Solving + decision making; Being Creative; Self-Management; Working with others  **RRSA:**  Article 3 + Article 18  **Careers:** The role of the playwright; counsellor, voluntary work (Childline)  **Cross Curricular Skills:** Research skills; Themes explore may be linked with other subjects such as RE & PD; Links with English: Speaking + Listening; Script reading/writing; keywords.    **Tracking assessment:** Practical Assessment + written Tracker (Summer Exam) |  |  |



**Curriculum Mapping**

Subject: **History** Year Group: **9**

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| **September** | **October** | |
| **Elizabeth I and Spanish Armada**  **Introduction to James I**  Literacy: Reading and Interpreting text and sources.  Numeracy: Working with dates and statistics  ICT: Research and presentation skills  TS&PC: Managing Information  RRSA: Article 36- You should be protected from activities that could harm your development or wellbeing.  Habits of the Mind: 7. Questioning and posing problems.  Careers: Skills and qualities of a king/leader  Assessment- class test. | **Mid-**  **Term** | **Gunpowder Plot**  **Causes, events and results.**  Literacy: Reading and interpreting text and sources. Extended writing.  Numeracy: Timeline work  ICT: Research  TS & PC: Decision making and making judgements based around the key Question: Why did the gunpowder plot fail?  RRSA: Article 37- If you break the law you should not be treated cruelly.  Habits of the Mind: 4. Thinking Flexibly.  Careers: Careers in policing and Justice  Tracking assessment: Christmas exam |

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| **November – December** | | **January** |
| **Witches and superstitions in the C17th**  **Key beliefs**  **How to spot a witch**  **Matthew Hopkins**  Literacy: Reading and interpreting text and sources.  Numeracy:  ICT: Research and publisher task.  TS & PC: Decision making and debate and self-management.  RRSA: Article 14- You have the right to think and believe what you want and practice your religion as long as you do not stop others from enjoying their rights.  Habits of the Mind: 9. Thinking and communicating with clarity and precision.  Careers: | **Mid-term** | **The English Civil War**  **Causes, main events and results**  Literacy: Reading and interpreting text and sources. Extended writing.  Numeracy: Timeline on English Civil War and sequencing  ICT: Newspaper article on execution of King Charles I  TS & PC: Decision making and drawing conclusions: Why did Parliament win the English Civil War?  RRSA: Article 38. If you are under 15 governments should not allow you to join the army or take any direct part in war.  Habits of the Mind: 11. Creating, imagining and innovating.  Careers: Careers in the armed services.  Tracking assessment: Christmas Exam |

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|  | **February** | **March** | |
|  | **Cromwell and his actions in England and Ireland**  Literacy: Reading and interpreting text.  Numeracy: Using statistics  ICT: Research  TS & PC: Was Cromwell a hero or a villain? Using evidence and making judgements.  RRSA: Article 8- You have the right to a name, a nationality and family ties.  Habits of the Mind: 6. Striving for accuracy.  Careers: | **Easter Holidays** | **The Great Plague**  **Causes, events and consequences**  Literacy: Reading and interpreting text and using sources  Numeracy: Timeline of plague, bar chart on months and years which had most deaths. (Numeracy task)  ICT: Research on the Derbyshire village.  TS & PC: Making comparisons between now and then.  RRSA: Article 24- You have the right to good quality healthcare.  Habits of the Mind: 6. Striving for accuracy.  Careers: Role of doctors and scientists in fighting disease. |
|  | **April - May** | **June** | |
|  | **The Williamite Wars**  **Causes, events and outcomes**  Literacy: Reading and interpreting text. Extended writing.  Numeracy: Timelines and sequencing.  ICT: Reading, locating text and creating profile on William of Orange and King James II  TS & PC: Who was William of Orange and King James II? Locating information and using evidence to draw conclusions.  RRSA: Article 30. You have the right to learn and use the traditions, religion and language of your family.  Habits of the Mind: 4. Thinking flexibly.  Careers:  Tracking assessment: End of year assessment | **Revision** | **Project on Slavery**  Literacy: Reading and interpreting text and sources.  Numeracy: Working with dates  ICT: Researching and presenting  TS & PC: Sorting Information, weighing up different interpretations, drawing a support conclusion.  RRSA: Article 25- The government should take steps to make sure that you are not kidnapped, sold or taken to other countries to be exploited.  Habits of the Mind: 15. Thinking Interdependently.  Careers: Role of a politician. |



**Curriculum Mapping**

Subject ICT Year Group 9

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| **September- October** | **November- December** | |
| ***Database***  Literacy:  Numeracy: Numbers, columns, decimals, Boolean,  ICT:  TS & PC:see SoW  RRSA: Data protection  Careers: Database related to several career choices, and to GCSE options and subjects.  Tracking assessment | **Mid-**  **Term** | ***Photoshop***  Literacy:  Numeracy: size, orientation, scaling,  ICT:  TS & PC: see SoW  RRSA: Privacy and rights of individual  Careers: Graphic Design industry and growth in NI.  Tracking assessment: Three tasks saved in appropriate format as part of their final year assessment. |

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| **January- February** | | **March** |
| Database: Top Trumps  Literacy: yr 9 Booklet  Numeracy: Boolean, query, logic  ICT:  TS & PC:  RRSA:  Careers: industry standard software | **Mid- Term** | ***Database continued OR photoshop if completed***  Literacy:Yr 9 booklet  Numeracy: Boolean, query, logic OR size, proportion, scale  ICT:  TS & PC:  RRSA:  Careers: Graphic Design industry  Tracking assessment: Database |

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|  | **April-May** | **June** | |
| **Easter holidays** | Choice of topic depending on class and teacher:  Games  Or  Website  Literacy: yr 9 booklet  Numeracy: commands, programming, layout,  ICT:  TS & PC:  RRSA:  Careers: Industry standard software, depending on choice then related to that area of industry.  Tracking assessment: complete one task | **Revision** | Continue from Apr/May  Literacy:  Numeracy:  ICT:  TS & PC:  RRSA:  Careers: |

  **Curriculum Mapping**

Subject **Mathematics** Year Group **9**

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| **September- October** | **November- December** | |
| Prime Numbers and Factorisation  Calculating with Fractions  Literacy: Weekly key word explained.  Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.  ICT: Use of Microsoft Teams and MyMaths.  TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving.  RRSA: Article 28  Careers: Use of primes in Internet Safety  Assessment: Departmental Test  **Prior Knowledge: Times tables, up to 12x, including divisions** | **Mid-**  **Term** | Positive and Negative Numbers  Sequences, Expressions and Equations  Literacy: Weekly key word explained.  Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.  ICT: Use of Microsoft Teams and MyMaths.  TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving.  RRSA: Article 28  Careers:  Tracking assessment: Winter Examination  **Prior Knowledge: Addition, Subtraction, Multiplication and Division with positive numbers** | |

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| **January- February** | | **March** |
| Constructing Triangles and Quadrilaterals  Angles in Parallel Lines  Length and Area  Literacy: Weekly key word explained.  Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.  ICT: Use of Microsoft Teams and MyMaths.  TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.  RRSA: Article 28  Careers:  **Prior Knowledge: Naming different types of Triangles and Quadrilaterals; using a ruler and protractor accurately.** | **Mid- Term** | Percentage Change  Ratio and Rate  Rounding and Accuracy  Literacy: Weekly key word explained.  Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.  ICT: Use of Microsoft Teams and MyMaths.  TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.  RRSA: Article 28  Careers: Finance – exchange rates, investments  Tracking assessment: Tracker 3 Paper  **Prior Knowledge: Place value; Multiplication and Division; Simple Percentage Calculations (10%, 25%, 50%…)** |

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|  | **April-May** | **June** | |
| **Easter holidays** | Circles: Circumference and Area  3D Shapes and Nets  Surface Area and Volume of 3D Shapes  Literacy: Weekly key word explained.  Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.  ICT: Use of Microsoft Teams and MyMaths.  TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.  RRSA: Article 28  Careers:  **Prior Knowledge: Parts of a Circle (Circumference/Radius/Diameter); Names of 2D Shapes; Multiplication and Division (including square numers), Units of Measurement.** | **Revision** | Statistics  Literacy: Words with multiple meanings highlighted as appropriate.  Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals.  ICT: Use of Microsoft Teams and Blutick  TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.  RRSA: Article 28  Careers: Statistician – health/weather/finance/sport  Tracking assessment: Summer Examination  **Prior Knowledge: Ways of displaying data (Tables/Charts...); Multiplication, Catagorising.** |

**Curriculum Mapping**



Subject: French Dynamo 1 Year Group 9 (2nd language) 2x35 mins

: Subject: Spanish Viva 1 AND 2 Year Group 9 all classes 3x35 mins

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| **September- October** | **November- December** | |
| French 2nd language 9S and 9T   |  | | --- | | * ***Introducing yourself in French and learning numbers 1-31)- months of the year and days of the week- Point de départ*** * ***How to talk about brothers and sisters, age and using the verb ‘avoir’ Personal information- age/date of birth. Work with numbers 1-31- Unité 1 As-tu des frères ou des soeurs?*** * ***How to say what is in your classroom- using the indefinite and definite article- Unité 2- Voici ma salle de classe*** * ***Talking about likes and dislikes- using the verb ‘aimer’ + the definite article- Unité 3 -Tu aimes ça?*** * ***EDL- focus on French culture and the importance of language learning skills- Le monde francophone*** * ***Describing personality ( Unité 4- Tu es comment?)- using adjectival agreement***   ***Tracker core assessment- Listening and multiple choice translation task from French to English***      **Literacy**:Using Target Language to communicate with classmates  **Thinking frame**s- Brain storming thinking frame for vocab  **Numeracy**: Mental arithmetic  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools/kerboodle  **Spanish-**All classes  Viva 1 End of Unit 4 and Unit 5 module of the textbook and some revision  Describing people in the 3rd person  Talking about where you live  Adjectives to describe House and Home  The verb ‘estar’  Revision of the present tense in full  Places in the town  Telling the time  Ordering food in a cafe  **Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in Spanish/ Use of cognates and near cognates/  **Numeracy**: ordering food and drink and using Euros- exchange rates  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **Thinking Frames**- Categorising Frame on key vocab  **RRSA**: Articles 28 and 29- The right to a full education  **Careers**: The significance of learning and language and a focus on wat jobs you can do | | **Mid-**  **Term** | French 2nd language 9S and 9T   |  | | --- | | * ***Saying what you do- (Unité 5- Qu’est-ce que tu fais?)***   ***Using infinitives and regular ‘er’ verbs in the present tense***   * ***Use the French alphabet***   ***Module 2- En classe***   * ***Colours*** * ***Telling the time*** * ***School subjects/likes/dislikes and why- Unité 1*** * ***School uniform and using adjectives after nouns- Unité 2***   ***WINTER EXAM***      **Literacy**: Using Target Language to communicate with classmates/read and respond to simple sentences in French/ Use of cognates and near cognates  **Numeracy**:  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **Thinking Frame**- Categorising Frame  **RRSA**: Article 28- the right to an education  **Careers**: |   **Tracking assessment**:  **Reading and Writing skills- WINTER EXAM**  **Spanish- All classes**  **Viva 2**   * **Holidays** * **Countries** * **Forms of travel** * **Weather and activities** * **The preterite of ‘ir’** * **The preterite in full** * **Describing a holiday**   **Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in Spanish/ Use of cognates and near cognates/  **Numeracy**: using Euros- exchange rates  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **Thinking Frames**- Sequencing Frame on key vocab on the topic of holidays  **RRSA**: Articles 31- The right to leisure, play and culture  **Careers**: languages in the tourism industry |

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| **January- February** | | **March** |
| French  ***W.A.L.T;***   * ***School uniform and opinions*** * ***Colour agreements*** * ***Talking about your school day*** * ***Learning about school life in France***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: Using euros and the exchange rate for shopping  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools/BBC learning clip videos/You tube clips  **TS & PC**: Being creative- performing role-plays in pairs/ Working with others- Listen actively and share opinions  **RRSA**:  **Careers**: The value of languages for careers prospects  **Spanish- All classes**  **Viva 2**   * **Mobile phones and music preferences** * **Talking about TV** * **Using the comparative** * **Saying what food you like** * **Discussing mealtimes** * **Ordering food in a restaurant**   **Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in Spanish/ Use of cognates and near cognates/  **Numeracy**: using Euros- exchange rates  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **Thinking Frames**- Brainstorming Frame on key vocab on the food  **RRSA**: Articles 31- The right to leisure, play and culture  **Careers**: | **Mid- Term** | ***French***  ***W.A.L.T;***   * ***Describing your school*** * ***Sports and activiies – jouer/faire*** * ***Sports in French-speaking countries*** * ***Hobbies and opinions***   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**:12 hour clock  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **RRSA**:  **Careers**: The value of languages for careers prospects  **Tracking assessment**): Speaking presentation  **Spanish- All classes**  **Viva 2**   * **Films and opinions** * **Making excuses- using poder and querer** * **Daily routine and reflexive verbs** * **clothes**   **Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in Spanish/ Use of cognates and near cognates/  **Numeracy**: using Euros- exchange rates  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **Thinking Frames**-  **RRSA**: Articles 31- The right to leisure, play and culture  **Careers:** |

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|  | **April-May** | **June** | |
| **Easter holidays** | ***W.A.L.T;***   |  | | --- | | ***W.A.L.T;***  ***French***   * ***School day and using some new ‘er’ verbs Unité 3- Ta journée scolaire est comment?*** * ***Opinions on school subjects*** * ***Cultural intro to school life in France- Unité 4- C’est comment un collège français?)***      * ***Describe what there is and isn’t in your school and where you live Unité 5- Un collège super cool!*** * ***The Present Tense or ‘er’ verbs in full (singular and plural)*** * ***The verbs ‘avoir’ and ‘être’ in full*** |   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: ordering food and drink in French. Counting money and exchange rates/ 12 Hour clock and telling the time in French  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs/ working with others and listening actively to our peers  **RRSACareers**: The value of languages for careers prospects  **Thinking Frames**- Sequencing Frame on My school  **Tracking assessment** Summer exam- Reading, Listening and writing  **Spanish- All classes**  **Viva 2**   * **Sports and hobbies** * **Likes and dislikes** * **Future tense** * **Festivals and working with 3 tenses**   **Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in Spanish/ Use of cognates and near cognates/  **Numeracy**: using Euros- exchange rates  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **Thinking Frames**- Sequencing Frame on key vocab on the topic of hobbies  **RRSA**: Articles 31- The right to leisure, play and culture  **Careers**: | **Revision** | ***W.A.L.T;***  ***French***   |  | | --- | | * ***Talk about weather and seasons)- (Point de départ)*** * ***Give opinions on sports you play using ‘jouer =à’– (Unité 1 Tu es sportif/sportive?)*** * ***Talk about your favourite activities using the verb ‘faire’(Unité 2- Qu’est-ce que tu fais?)*** * ***Finding out about sport in French speaking countries- Unité 3- Le sport dans les pays francophones*** |  |  | | --- | | Learn about the cultural heritage of a region of France. |   **Literacy**:Using Target Language to communicate with classmates  **Numeracy**: Mental arithmetic  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs  **RRSA**:  **Careers**: The value of languages for careers prospects  **Tracking assessment**:: Reporting of Summer exams  **Spanish- All classes**  **Viva 2**   * **Where you live** * **Types of house** * **Using the superlative** * **Asking for directions** * **Talking about summer camps**   **Literacy**: Using Target Language to communicate with classmates/read and respond to more complex sentences in Spanish/ Use of cognates and near cognates/  **Numeracy**: using Euros- exchange rates  **ICT**: Use of IPAD in class teaching/ triptico/classroom tools  **TS & PC**: Being creative- performing role-plays in pairs and Managing information  **Thinking Frames**- **RRSA**: Articles 27- The right to an adequate standard of living  **Careers**: l |

**Curriculum Mapping**

Subject Music Year Group 9



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| **September- October** | **November- December** | |
| **Unit; Blues Music**   * Develop knowledge and understanding of the Blues Music genre, through study of the historical context, composition and performance.   **Project: Perform 12 Bar Blues on keyboard.**  Prior Learning: Elements of music  Literacy:  Numeracy:  ICT: Teams, Classnote, GarageBand  TS & PC MANAGING INFORMATIONuse own and other’s ideas to locate sources of information. BEING CREATIVE  take risks for learning. WORKING WITH OTHERS, Being fair and responsible.  Habits of Mind: 3: Listening and understanding with empathy  RRSA: Article 31 –you have the right to relax, play music, play sports and drama.  Careers:  Homeworks: Research, learn Blues keywords | **Mid-**  **Term** | **Unit; *Blues Music cont.***   * *Add to the blues band sound with a Walking Bassline and a melody line using the Blues scale.*   **Winter exam: Written listening paper and song performance**  Perform the Blues as a band.  Prior Learning: Elements of music, Blues history and keywords, 12 Bar Blues  Literacy: Lyric writing and evaluation  Numeracy:  ICT: Teams, Classnote, GarageBand  TS & PC: MANAGING INFORMATIONuse own and other’s ideas to locate sources of information. BEING CREATIVE  take risks for learning. WORKING WITH OTHERS, Being fair and responsible.  Habits of Mind: 1: Persisting, not giving up.  RRSA: Article 31 –you have the right to relax, play music, play sports and drama.  Careers:  Homeworks: Practise keyboard parts  Tracking assessment: Winter exam task |

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| **January- February** | | **March** |
| **Unit; Band Carousel and Riffs**   * To try out various instruments, then to rehearse in a band and perform on the new instrument. Develop and experience of modern popular music through famous riffs.   **Tracker : Band performance**  Prior Learning: Riffs, Band work  Literacy: Learning to read different notation.  Numeracy:  ICT: Teams resource  TS & PC: MANAGING INFORMATION, Select most appropriate method for a task. BEING CREATIVE Experiment with ideas and questions. WORKING WITH OTHERS Being collaborative.  Habits of Mind: 6:Striving for accuracy  RRSA: Article 31 –you have the right to relax, play music, play sports and drama.  Careers:  Homeworks: Use GaraeBand to rehearse  Tracking assessment: tracker task. | **Mid- Term** | **Unit; Pop Music and Song Writing**  To build upon knowledge of the genre through composition of a song. To consider how the music industry makes money through planning an event  Prior Learning: Chord progressions, riffs, melody writing  Literacy: Lyric writing  Numeracy: Budget creation for music event.  ICT: Teams resource  TS & PC: SELF MANAGEMENT Organise and plan how to go about a task. Focus, sustain attention and persist with tasks. WORKING WITH OTHERS Listen actively to others.  Habits of Mind: 4: Thinking flexibly  RRSA: Article 31 –you have the right to relax, play music, play sports and drama.  Careers:  Homeworks: Listening tasks |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Unit; Summer exam revision**  To prepare students for the exam through revision and practise listening tasks.  **Summer exam: Written listening paper**  Prior Learning: Revise all the work from the academic year.  Literacy:  Numeracy:  ICT: Teams, Classnote  TS & PC: Thinking, problem solving and decision making: sequence, order, classify and make comparisons. Make links between cause and effects.  Being creative: learn from and value other people’s ideas. Challenge routine methods.  Habits of Mind: 1: Persisting, not giving up.  RRSA: Article 31 –you have the right to relax, play music, play sports and drama.  Careers:  Homeworks: Revision  Tracking assessment: Summer exam paper | **Revision** | **Unit; Structure**  Introduce different forms of structure and how music can be built up in various genres.  Prior Learning: Pop song structure, Elements of Music  Literacy:  Numeracy:  ICT: Teams resource  TS & PC: BEING CREATIVE Make ideas real by experimenting with different designs, actions and outcomes. Learn from and value other people’s ideas. WORKING WITH OTHERS Develop routines of turn taking, sharing and cooperating.  Habits of Mind: 11: Creating, imagining and innovating.  RRSA: Article 31 –you have the right to relax, play music, play sports and drama.  Careers:  Homeworks: Create short compositions |

**Curriculum Mapping**



Subject PE Year Group 9

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| **September- October** | **November- December** | |
| **Girls PE – Gymnastics – in this unit students will learn different methods of solving problems and making decisions in the context of gymnastics. We cover the themes of balance, matching and mirroring, counter tension and counter balance and rotation.**  **Literacy**: Talking and listening, discuss your own and others ideas.  **Numeracy**: Recognise turning movements  I**CT**: Use digital camera & Ipad to evaluate performance &  Google classroom for communication  **TS & PC**: Decision making, working with others & being creative  **RRSA:** Article 29 – Education must fully develop your talents, skills and abilities.  **Careers:** Careers in the sport & leisure industry  **Tracking assessment** (Yr 9 : Perform a routine based on identified success criteria to include body shape, travelling and balance. Students will be given a grade on their skill, application of skill and effort.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.  **Boys PE- Rugby- in this unit, students will continue to develop their knowledge and understanding of the game of Rugby. They will develop their ball handling skills in closed and competitive situations. Students will play tag rugby as a tool to help them further understand positioning in attack and defence and rules of the game. Principles of Rugby covered in this unit are progression, continuity, going forward and applying pressure.**  **Literacy**: Talking and listening  **Numeracy**: Counting passes, timing games, counting number of metres gained and number of tag strips gathered.  **ICT**: Use of the Ipad & google classroom for communication  **TS & PC**: Decision making and working with others  **RRSA**: : Article 29 – Education must fully develop your talents, skills and abilities.  **Careers**:  **Tracking assessment (Yr 8** Students will be assessed on both their knowledge, understanding and ability in Rugby. Students knowledge and understanding will be assessed through higher order questioning (Bloom’s), demonstrations and peer assessment.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Mid-**  **Term** | **Girls PE – Netball** – Pupils will have the opportunity to develop, practise and refine individual skills needed to play netball using problem solving tasks. Students will also focus on working effectively with others in order to analyse and improve their own and others’ work. Skills taught will be passing and catching, footwork, attacking, defending and shooting.  **Literacy**: Key terminology for netball and communication skills, ask questions about what they hear.  **Numeracy**: Scoring and turn taking  **ICT**: Use I pad to evaluate performance & google classroom  for communication  **TS & PC**: Decision making, managing information, working with others  **RRSA**: : Article 29 – Education must fully develop your talents, skills and abilities.  **Careers**: Careers in the sport & leisure industry  **Tracking assessment::** Students will be assessed on skills, technique and knowledge of the game through conditioned practices and game situations.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.  **Boys PE – Gymnastics – in this unit students will learn different methods of solving problems and making decisions in the context of gymnastics. We cover the themes of balance, matching and mirroring, counter tension and counter balance and rotation.**  **Literacy**: Talking and listening, discuss your own and others ideas.  **Numeracy**: Recognise turning movements  **ICT:** Use digital camera & I pad to evaluate performance  **TS & PC**: Decision making, working with others & being creative  **RRSA**: : Article 29 – Education must fully develop your talents, skills and abilities.  **Careers:**  **Tracking assessment** (Yr 9 : Perform a routine based on identified success criteria to include body shape, travelling and balance  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

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| **January- February** | | **March** |
| **Dance** - Being creative through dance. Students will learn to respect differing capabilities and be sensitive to all costumes and cultures through the medium of dance.  **Literacy**: Communication skills, talking and listening, discussing your own and others ideas.  **Numeracy**: counting beats to music, timing.  **ICT**: Using digital cameras and i-pads to evaluate performance.  **TS & PC**: being creative and working with others  **RRSA**: Article 31 – You have the right to relax, play music, play sports and drama.  **Careers:** Careers in the sport & leisure industry  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.  **Boys PE** –**Footbal**l- In this unit, students will work on the following elements of football; passing and moving using triangles, dribbling with different parts of the foot, positioning and movement off the ball to create opportunities. Students will learn to work as part of a team and further develop their decision making skills and communication skills. Students will also learn rules of the game through match officiating.  **Literacy**: Communication skills – following instructions, communicating with other players in competitive situations and discussing your own and others ideas and tactics.  **Numeracy**: Counting number of passes made and goals scored. Time keeping and officiating.  **ICT**: Using digital cameras and i-pads to evaluate performance.  **TS & PC**: being creative and working with others  RRSA: Article 31 – You have the right to relax, play music, play sports and drama.  **Careers:**  Tracking assessment; Students will be assessed on their performance and knowledge of topics covered in this unit. Physical assessment will happen during game time in lessons and cognitive assessment will be completed through the use of higher order questioning (Bloom’s taxonomy)  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Mid- Term** | **Hockey –** Students will have the opportunity to develop, practise and refine individual skills needed to play hockey using isolated and conditioned practises and game situations.  **Literacy**: Talking and listening - Listening attentively and report back.  **Numeracy**: Use simple data analyse games  **ICT**: Use of a stop watch and video analysis  **TS & PC**: Working with others, decision making and managing information  **RRSA**: Article 31 – You have the right to relax, play music, play sports and drama.  **Careers:** Careers in the sport & leisure industry  Tracking assessment - : Students will be assessed on skills, technique and application of akill through conditioned practices and game situations.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.  **Boys PE – Olympic Handball**- in this unit, students will learn the fundamental skills of handball. They will focus on developing the skills of passing, shooting and moving. They will develop their knowledge of the rules of handball through conditioned games, and controlled drills. Students will also continue to officiate the games in order to become more familiar with the rule set.  **Literacy**: Communication skills – following instructions, communicating with other players in competitive situations and discussing your own and others ideas. Conveying the rules of the game during game officiating. Reading the success criteria and information from the WAGOLL wall.  **Numeracy**: Counting number of passes made and goals scored. Time keeping and officiating. Counting the number of steps made and the number of seconds the ball is held for.  **ICT**: Using digital cameras and i-pads to evaluate performance.  **TS & PC**: being creative and working with others  **RRSA:** Article 31 – You have the right to relax, play music, play sports and drama.  **Careers:**  **Tracking assessment;** Students will be assessed on their performance and knowledge of topics covered in this unit. Physical assessment will happen during game time in lessons and cognitive assessment will be completed through the use of higher order questioning (Bloom’s taxonomy) and student’s ability to convey understanding of rule set during game officiating  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Boys and Girls -Athletics** – Students will build upon the work carried out in Year 8, by asking focussed questions, locating information, record and present information through the context of athletics. Students will learn the correct and safe techniques for the running, throwing and jumping events.  **Literacy**: Communication, talking and listening, asking questions  **Numeracy** :Measurement, timing, distance and recording.  **ICT**: Spreadsheets, recording scores, using & interpreting data  **TS & PC**: Managing information, thinking problem solving and decision making and self-management  **RRSA**: Article 31 – You have the right to rest and play.  **Careers:**  **Tracking assessment** – this tracking grade is a culmination of all activities taught throughout the year.  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.  **Girls' and Boys’ PE** – **Cricket:** Students will develop the skills and knowledge required to fully participate in both modified and full game versions of cricket. The knowledge and understanding of tactics needed to outwit and overcome their opponent should be evident and they should be able to analyse theirs and others performance. They will refine skills within the three main areas of Cricket, Batting (Grip, stance, shot selection/technique), Bowling (Grip, bowling action, follow through), Fielding (Throwing and catching, movement in the field, run outs and wicketkeeping).  **Literacy**: Listening skills, communicating effectively with others, feedback and terminology  **Numeracy:** Scoring during games  **ICT**: Ipads for assessment & Google Classroom for communication.  **TS & PC:** Working with others and thinking, problem solving and decision making  **RRSA**: Article 28 – You have the right to an education  **Careers**: We will discuss option choices for GCSE and careers in sport & leisure.  **Tracking assessment**:  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Revision** | Tennis – In this unit students will learn different methods of solving problems and making decisions in the context of tennis. Students will practise and refine individual skills and specific techniques and be able to play a basic game, including singles and doubles.  **Literacy:** Talking and listening, explain their views using correct terminology, following instructions.  **Numeracy**: Scoring/umpiring, develop methods and strategies including mental mathematics.  **ICT:** Ipad for assessment & evaluation  **TS & PC**: Working with others, decision making & problem solving  **RRSA:** Article 31 – You have the right to rest and play  **Careers:**  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.  **Boys PE- Softball**- In this unit students will learn the importance of timing, using players natural strengths towards a shared goal and to benefit a team performance and co-ordination of effort. Students will work to improve their striking and catching skills in both controlled drills and competitive situations.  **Literacy:** Talking and listening, explain their views using suitable vocabulary. Reading the success criteria and information from the WAGOLL wall.  **Numeracy**: Scoring, develop methods and strategies including mental mathematics.  **ICT**:  **TS & PC:** Working with others, decision making & problem solving  **RRSA**:: Article 31 – You have the right to rest and play  **Careers**:  **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:  **Part Whole;** Used for initial skill development.  **Sequencing:** Used for further skill development and to develop decision making within a game's context.  **Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

**Curriculum Mapping**

 Subject Religious Studies Year Group 9

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| **September- October** | **November- December** | |
| **Islam**  Students will look at and explore the reasons behind negative thinking towards Islam. Students will look at why some Muslims are considered to be terrorists/extremists/feared etc. we will have class discussions/debates on these topics and listen to recordings on News channels/radio phone ins and newspaper articles on sectarian thought towards Muslims. We will then look at our own initial views and draw a conclusion.  Literacy:  Reading extended pieces of information, writing reports on Islamic customs etc.  Numeracy:  Counting the number of days Muslims fast, calculate the cost of the hajj etc.  ICT:  Research, YouTube videos of Islamic traditions  TS & PC:  Managing information, problem solving and decision making, working with others  RRSA:  Careers:  Careers of famous Muslims, careers that may not be suitable to Muslims  Tracking assessment  Build a mosque with particular features | **Mid-**  **Term** | **Islam**  Students will study the main beliefs in Islam. This will include the main festivals in Islam, the beliefs behind the culture and customs of the faith. Students will explore mosques and their feature. Students will research famous Muslims and the different careers/walks of life they are from. Students will explore the differences and similarities between Islam and Christianity.    **Living with others**  We will look at what it means to live together with others. We will explore the minority groups in society and what makes these groups known as minority groups. We will look at how some minority groups are treated unfairly in society – examples of this and why this happens.  We will look at the teaching of Jesus in regards to caring for others. Students will look at examples of people who may have shown good practice in these areas – namely Mother Theresa and another person of their choice whom they can research.  Literacy:  Written tasks, word search, extended writing, persuasive writing  Numeracy:  Graphs, tally charts, addition and subtraction and multiplication  ICT:  Creating posters and researching online, youtube videos  TS & PC:  Managing information, working with others, thinking, problem solving and decision making, being creative  RRSA: Tasks on recognising the violation of rights in certain circumstances.  Careers:  Careers that are deemed more ‘respectable’ in society than others, explore why this is so. Explore lack of empathy in society towards those without a career.  Tracking assessment: Research tasks on Martin Luther King or Nelson Mandela etc. – Google Forms task |

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| **January- February** | | **March** |
| Creation –  The students will study three versions/explanations of creation and how we all got here. They will firstly look at why people have different personal beliefs and opinions to each other. Then we will look at the Christian story of creation through the 7 days of creation and Adam and Eve. We will then look at the Big Bang theory followed by theory of Evolution. These three topics will then be compared to each other and the students will be asked to evaluate the pros and cons of each. They will produce a song based upon these three theories of creation in small groups.  Literacy:  Written tasks, extended writing tasks, posters and pamphlets to be written, persuasive writing  Numeracy:  Tasks where students will work out dates and years in between events, focus on the number 1 billion and facts about this number  ICT:  Research some information on the topics within the unit, Ipad/Iphone for sound recording  TS & PC:  Working with others, managing information, problem solving  RRSA:  Responsibility of everyone to help the environment for all  Careers:  Consider who/what can help save the environment – jobs associated with creation etc. | **Mid- Term** | **Stewardship and The Environment** -  Students will study the environment and in particular the damage being caused to the environment. Students will look at the term Stewardship and explore what this means to us as humans. We will look at different forms of pollution and the causes of this pollution. There will be a home case study to carry out on water usage in the home.    Literacy:  Written tasks, word search, extended writing, persuasive writing  Numeracy:  Graphs, tally charts, addition and subtraction and multiplication  ICT:  Creating posters and researching online, youtube videos  TS & PC:  Managing information, working with others, thinking, problem solving and decision making, being creative  RRSA:  Careers:  Careers that are deemed more ‘respectable’ in society than others, explore why this is so. Explore lack of empathy in society towards those without a career.  Tracking assess  Carry out research/questionnaire on our school environment |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Moral issues**  Students will explore some moral issues that are relevant in modern society. Topics will include abortion, euthanasia, marriage and divorce, death penalty, transgender issues and gay marriage.  Literacy:  Read reports, extended writing, persuasive writing, comprehension tasks  Numeracy:  ICT:  Research topics  TS & PC:  Working with others, managing information, being creative  RRSA:  Rights of an individual and necessity of following society’s laws  Careers:  Possible examples of discrimination against people in certain professions  Tracking assessment  Persuasive writing piece on discrimination/ summer exam- examining all topics from throughout the year. | **Revision** | **Moral Issues**  Continuation of moral issues unit of work. The students will be given the opportunity to try some GCSE style question on the topic to prepare them for the GCSE unit of work in year 11.  Literacy:  Extended writing, scaffolded writing tasks  Numeracy:  ICT:  TS & PC:  Working with others, managing information, decision making  RRSA:  Careers:  Careers that GCSE RE can help you in such as law enforcement, social services and social care careers |

**Curriculum Mapping**



Subject Science Year Group Year 9

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| **September- October** | **November- December** | |
| **Electricity**  In this unit students will learn how to set up circuits and draw the correct symbol for each component. They will also measure current and voltage in both series and parallel circuits.  Literacy: Read text, make presentations, write reports, keywords  Numeracy: Measure voltage and current using a voltmeter and ammeter  ICT: Research famous inventors pHet  TS & PC: WO, MI, DM  RRSA:  Careers: Research the job of an Electrician  Tracking assessment :Topic test | **Mid-**  **Term** | **Food & Digestion**  In this unit students will find out what happens to food as it passes through our digestive system. They will also learn about the functions of the main nutrients in our body and carry out food tests.  Literacy: Creative writing, write-up on health, read text, keywords, write conclusions  Numeracy: Energy calculations, drawing graphs  ICT: Research rickets and scurvy, energy content in different foods -doddle  TS & PC: WO, MI, DM, SM  RRSA:  Careers: Research the job of a Nutritionist  Tracking assessment: Winter exam |

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| **January- February** | | **March** |
| **Elements, Compounds and Mixtures**  In this unit students will learn what is meant by an element, mixture and compound. They will draw atoms of different elements, write formula and calculate their carbon footprint. They will also get the opportunity to carry out tests for hydrogen, oxygen and carbon dioxide.  Literacy: Describe chemical reactions, keywords, make observations  Numeracy: Drawing graphs, calculate your carbon footprint  ICT: Research your carbon footprint, elements and famous Scientists doddle  TS & PC: WO, MI, DM, BC  RRSA:  Careers: The job of a Chemist | **Mid- Term** | **Energy**  In this unit students will learn how fossil fuels are formed and how electricity is produced in a power station. They will also find out how to draw Sankey diagrams and calculate efficiency.  Literacy: Write a report on renewable resources, keywords, comprehension, read newspaper articles  Numeracy: Converting units, reading a scale, drawing Sankey diagrams, calculate percentage efficiency  ICT: Research renewable resources doddle  TS & PC: WO, MI, BC, SM  RRSA:  Careers: Jobs in the Renewable Energy Industry  Tracking assessment: Topic test |

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|  | **April-May** | **June** | |
| **Easter holidays** | **Heart and Lungs**  In this unit students will learn about the components of the blood and the structure and function of the respiratory system. They will also have the opportunity to find out how exercise and smoking affects our health.  Literacy: Record observations from a heart dissection, write a newspaper article on heart disease, keywords  Numeracy: Measure your pulse rate, plot a graph of results  ICT: Create a leaflet on the dangers of smoking  TS & PC: WO, MI, DM, SM, BC  RRSA:  Careers: Careers in the Medical Industry  Tracking assessment: Summer exam | **Revision** | **Heart and Lungs** (continued) |

**Curriculum Mapping 2023-24**



Subject: **Technology & Design** Year Group:**9**

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| **September- December** | **January - Easter** | |
| **Theme:** Learning about Electronics & Night Light Project   * Electronics Theory: learning about control systems and being able to identify various control systems they encounter daily. Introduction to   Simple circuits, electronic symbols & components, circuit design and manufacture and soldering skills. H&S Refresher.   * Plastics Theory: learning about material properties, different categories of plastics. How plastics are made & sustainability issues linked to this. * Practical Electronics Project – Manufacture of individual Night Light circuits and associated plastic housing project.     **Literacy:** Subject specific terminology introduced, used and reinforced in all lessons and throughout the topic during speaking and listening activities.  Key word spellings and word walls.  **Numeracy:** Measuring in cm and mm. Worksheet task relating to cm and mm.  Estimating lengths / distances.  **ICT:** Introduction to circuit construction software. Pupil’s design and virtually test their electronic circuits.  **TS & PC:** Managing Information. Thinking, Problem-Solving and Decision Making**,** Being Creative**,** Self-Management  **RRSA: Article 3 (3)** States Parties shall ensure that those responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.  **Article 29 (1e)** The development of the child’s personality, talents, and mental and physical abilities to their fullest potential. (e): Development of respect for the natural environment.  **CIEAG:** Discussing different employment opportunities that relate to electronics.  **Homework – (1)** Electronics based homework (2) Plastics based homework  **Eco Schools:** reflecting on the environmental impact of plastics, their over-use and disposal.    **Tracker 1: (Oct):** CAT Data  **Tracker 2: (Dec)**: Theory test all aspects of project covered since Sept:  electronics, soldering, plastics and associated  manufacturing techniques. | **Christmas Holidays** | **Theme:** Learning about Graphics: Oblique and Isometric Drawing   * Recap on why graphics are an important part of Technology and Design. Introduction to Oblique and Isometric drawing and shading and texture. Complete a variety of tasks relating to oblique and isometric drawing, shading and texture and combine these skills to create realistic drawings * Introduction to Product Design, research and learn about the work of Phillipe Stark and specific design task to be completed.     **Literacy:** Subject specific terminology introduced, used and reinforced in all lessons and throughout the topic during speaking and listening activities.  Key word spellings and word walls.  Careers writing task.  **Numeracy:** Measuring and marking out in cm and mm.  **ICT:** Introduction to CAD & CAM (Laser Cutter)  **TS & PC:** Managing Information. Being Creative**,** Thinking, Problem-Solving and Decision Making**,** Self-Management**,** Working with Others  **RRSA:** Promoting and focusing on individual high-quality outcomes. **Article 29 (1a)** Thedevelopment of the child’s personality, talents, and mental and physical abilities to their fullest potential.  **CIEAG:** Discussing and researching different design-based careers.  **Homework –** Graphics based homework focusing on texture.  **Eco Schools:** discussing the work of Product Designers and their attitude to the environment – researching different designers who are actively trying to be sustainable in their design approach.      **Tracker 3**: Isometric & Shading/Texture Presentation Drawing. |

**Curriculum Mapping 2023-24**

Subject: **Technology & Design (continued…)** Year Group:**9**

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| **April - June** | |  | |
| **Easter Holidays** | **Theme:** Learning about Metal & Eames Inspired Elephant Project   * The importance of Model Making in the design process. * Metal Theory: Learning about the different categories of metals, different tools used to work with metal compared to wood and plastic, joining methods and finishing techniques for metal. Learning about where metal comes from and looking at issues surrounding its sustainable use. * Practical Metal Project – Eames Inspired Elephant.   **Literacy:** Subject specific terminology introduced, used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings and word walls.  **Numeracy:** Measuring in cm and mm. Use of templates and stressing the importance of accuracy.  **ICT:** Source and select relevant information for research task.  **TS & PC:** Managing Information. Thinking, Problem-Solving and Decision Making**.** Self-Management **&** Working with Others  **RRSA:** Article 29 (e): Development of respect for the natural environment.Explore what being a rights’ respecting global citizen means in relation to sustainability in our subject area when learning about Metal.  **CIEAG:** Discussing different employment opportunities that relate to metal.  **Homework –** Modelling task to be completed.  **Eco Schools:** discussing the importance of recycling metals and the impact that mining has on the natural world.    **Tracker 4**   * Equal weighting of project (practical) marks and summer exam on all topics covered throughout the year. |  |  |

**Curriculum Mapping**



Subject: English Year Group: 9

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| **September- October** | **November- December** | | |
| Blackwell Spelling Test  A Midsummer Night’s Dream  Themes: patriarchy and the role of women  Literacy: Discuss interesting information with a partner  Numeracy: Use dates to calculate periods e.g.  Elizabethan Era  ICT: Design publicity material and evaluate work  TS & PC: BC: Seek out questions to explore  RRSA: Article 24 (You should get the best healthcare possible)  Careers: Researcher  Tracking Assessment: Explore how Egeus demonstrates a patriarchal attitude in Act 1. (Reading Focus) | | **Mid-**  **Term** | Characterisation – Dicken's Villains and Victims  Literacy: Review accuracy of basic punctuation, explorations of nouns, adjectives and verbs and how they are used to chape character  Numeracy: Understand shape in relation to multi modal texts  ICT: Create, develop and publish ideas  TS & PC: SM: Focus, sustain attention and persist with tasks  RRSA: Article 2 (You have the right to protection against discrimination)  Careers: Marketing, media, writing  Winter Exam: Section A – Shakespeare Focus, Section B – Dickens Writing tasks – character description (Dicken’s recast) | |

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| **January- February** | | **March** |
| Creative Writing  Literacy: Review presentation guidelines and school marking policy  Numeracy: Make predictions  ICT: Select information from a safe reliable source  TS & PC: SM: set personal targets and review them  RRSA: Article 12 (Have a say in decisions that affect you)  Careers: Politician  Tracking assessment: Creative Writing Task | **Mid- Term** | Poetry    Literacy: Introduce PEE  Numeracy: Estimate numbers as a fraction in exam paper  ICT: Solve a problem using a digital tool  TS & PC: TPDM: examining evidence  RRSA: Article 28 (You have a right to an education)  Careers: English Teacher  Tracking assessment: Response to poetry |

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|  | **April-May** | **June** | |
| **Easter holidays** | Persuasive writing  Literacy: Locate information in a document  Numeracy: Collect information using a table  ICT: Process found or self-produced images showing awareness of purpose and audience  TS & PC: MI: order select, classify and evaluate information  RRSA: Article 28 (You have the right to an education)  Careers: Editing  Tracking assessment: Extended writing task | **Revision** | ***Unit 2: The study of Media***  Tr3 Speaking and Listening Task / Analysis of print media  Literacy: Discuss/review spelling strategies  Numeracy: Understand categories and numbers e.g. acts and scenes  ICT: BC: Reflect on work using digital media to make improvements  TS & PC: Make ideas real by experimenting  RRSA: Article 31 (you have the right to drama)  Careers: Marketing, Advertising  Tracking Assessment: Create a media text and explain colour, image and text choices using PEE.  Summer exam: Students will revise learning across the year and answer questions on all topics. |

  **Curriculum Mapping**

Subject Geography Year Group 9

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| **September- October** | **November- December** | |
| ***Geography in the news***  ***Natural Hazards***  Literacy: Understanding the difference between fact and opinion in relation to reporting on Hurricane Katrina. Creating a factfile on the eruption of Vesuvius in AD79  Numeracy: calculating the time from these eruptions until the present day, considering the numbers of people affected by these events  ICT: Researching the eruption of Vesuvius in AD79  Careers: Vulcanologist  Tracking assessment (Yr 8 only): | **Mid-**  **Term** | ***Map skills – latitude and longitude***  ***Population***  Literacy: Understanding reasons for illegal migration - storyboard on ‘Enrique’, a Mexican wanting to migrate illegally into the USA.  Numeracy: Using latitude and longitude to locate places and calculate time differences from GMT.  Calculating population density for a variety of developed and developing countries, comparing statistical data on population distribution, drawing line graphs to illustrate global population growth and the population explosion  Interpretation of statistics on migration in Europe  Comparing pie charts and graphs on migration statistics. Use of interactive maps and graphs showing population distribution in NI.  ICT: use of Google maps  Careers: Cartography, demography and statistics  Tracking assessment: |

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| **January- February** | | **March** |
| ***Cities***  Literacy: Learning the spelling of the capital cities of Europe. Understanding the terms: ‘segregation’ and ‘integration’ in relation to urban areas.  Numeracy: Interpreting data shown on maps of urban areas in relation to segregation and integration  ICT: researching a chosen city  Careers: town planning | **Mid- Term** | ***Rivers***  Literacy: Learning the spelling and meaning of vocabulary associated with rivers.  Numeracy: Arranging major rivers in descending order in terms of their length in kms.    Careers: Environment or Rivers Agency  Tracking assessment |

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|  | **April-May** | **June** | |
| **Easter holidays** | ***Rivers***  Literacy: Creating a storyboard to illustrate and explain waterfall development. Completing various word puzzles such as crosswords to consolidate understanding.  ICT: Research on Niagara Falls and completion of a factfile.  Tracking assessment – completion of workbook | **Revision** | ***Exam***  Fieldwork - River Study  Literacy: Revision and use of mnemonics.  Numeracy: Fieldwork data collection – Colin Glen – measuring/analysing/interpreting data on river width, depth, velocity and bedload size and shape  ICT: analysis of river data  Careers: Field centre guide |

  **Curriculum Mapping**

Subject Employability Year Group 9

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| **Units 1 + 2** | **Unit 3** | |
| ***Careers management - students review skills/qualities, target setting, learning styles.***  ***Working in the local and global economy - enterprising characteristics, the European Union***  Literacy: skills and qualities, personal career plan, learning styles and subject links, class discussion, thought shower, circular brainstorm, European Union member states, enterprising characteristics, entrepreneurship  Numeracy: class survey on type of learner the student is requires students to add up scores, net worth of famous entpreneurs  ICT: RU enterprising video clip,  TS & PC: SM, MI, TS, WO  RRSA: article 17 access to info from media, article 28 right to an education  Careers: Jobs in EU countries. | **Mid term** | ***Investigating career pathways, considering career options, careers interview, where to find information, what employability means to students.***  Literacy: groupwork lists of jobs people do in school community, students carry out career interview, using options cards, progression routes, qualifications, self review, perceptions of careers  Numeracy: analysing salary/working hours of careers  ICT: career A-Z app  TS & PC: MI, TS, WO  RRSA: article 17 access to info from media, article 28 right to an education  Careers: range of jobs linked to student choice. | |

**Curriculum Mapping**



Subject: **Citizenship**  Year Group: **9**

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| **Unit 1** | | **Unit 2** |
| **Equality**  Reasons for exclusion and discrimination  Key Terms related to equality  Role of the Equality Commission  Literacy: Reading and interpreting text. Explaining opinions.  Numeracy:  ICT: Film clips  TS & PC: WO, MI  RRSA: UDHR and UNCRC  Careers: |  | **Social Justice**  Role of the NGO  Homelessness   * reasons why people are homeless * Voices of homeless people * Statistics on homelessness * Discuss how homelessness can be reduced   Poverty  Definitions of poverty  Causes of world poverty  What can individuals do about poverty?  Poverty and Human Rights  Literacy: Reading and interpreting text. Explaining opinions. Debate (depending on time and class interest).  Numeracy: Statistics on homelessness  ICT: Youtube clips  TS & PC: WO, MI, PS  RRSA: UDHR and UNCRC  Careers: Social Worker |

**Curriculum Mapping 2019-20**



Subject - Personal Development Year Group - 9

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|  | **Unit 1** | **Unit 2** | |
|  | Personal Development is based on the three key concepts of self-awareness, personal health and relationships. In Year 9, Personal Development focuses on feelings and emotions, particularly helping students to develop coping strategies. The topic of managing influences and making decisions, especially within the context of the family & friendships is also explored. Students discuss building self-esteem and a positive self-concept.  Literacy: Talking and listening  Numeracy: collect, organise, record and represent data  ICT: Films clip on building resilience and self-esteem.  TS & PC: Decision making and working with others.  RRSA: Article 31 You have the right to relax and play.  Careers: Discuss jobs in the health care sector |  | Students complete an eight-week anti-smoking programme, developed by Cancer Focus, Northern Ireland. Students gain an understanding of the risks associated with smoking and the influence that the media has in encouraging people to start smoking.  Literacy: Talking and listening  Numeracy: collect, organise, record and represent data  ICT: CD ROM with PowerPoints & videos on anti- smoking  TS & PC: Decision making and working with others  RRSA: Article 24 – You should get the best health care possible.  Careers: Discuss jobs in the health care sector |