

Year 9

Curriculum Map



SALE HIGH SCHOOL

Yr9 SOL 2026 2027 French Overview

term	topic	Grammar focus	Assessed pieces
Aut 1 8 weeks	Routine & healthy living	<i>Present tense</i> <i>Reflexive verbs</i> <i>Past/ future regular verb revision</i>	Reading comprehension translation
Aut 2 7 weeks	School revision and plans for future	<i>Recap Past</i> <i>Future tense</i>	Writing 90 words 3 tenses (health)
Spring 1 6 weeks	Christmas/ birthdays	<i>Past tense + irreg verbs</i> <i>Future tense</i>	Mid year exam Reading, listening, writing
Spring 2 5 weeks	Food/mealtimes French festivals	<i>Present tense</i> <i>Conditional tense</i>	Speaking photocards
Summer 1 7 weeks	Describing town(TL country)	<i>Present</i> <i>imperfect</i>	EOY exam All skills
Summer 2 6 weeks	Environment	<i>Present</i> <i>Future</i> <i>past</i>	Writing translations 3 tenses

PSHE Curriculum 2026-27

Intent:

As a school, we strive to see all of our students grow, thrive and achieve both academically and personally. Whilst this does require our students to build and foster their own personal virtues, through our Sale High School Values, we ensure that all students understand their role as individuals, both within our school community and the wider communities in which we live. Our PSHE curriculum is just one of the ways in which we aim to support our students to become the best they can be throughout this important phase of personal and moral development.

Our PSHE (Personal, Social, Health, and Economic Education) curriculum encompasses key aspects of personal development, including emotional health and well-being, physical health, relationships, citizenship, financial literacy, and careers education. It is designed to encourage students to reflect on their values and beliefs, cultivate self-awareness, and foster respect for others. Sequenced expertly to build knowledge and personal skills, this PSHE curriculum is designed with keen focus on our Sale High School Values to ensure that our curriculum is both positive and meaningful, equipping teachers to give guidance that develops the character of each student, allowing them to flourish in their education and their life.

The PSHE Curriculum has been carefully planned to ensure that students from Year 7 – 11 will be focusing on building **key competencies** across a range of difference topics. Our key competencies are:

- Independence and aspiration
- Autonomy and advocacy
- Choices and influences.

This competencies-based model ensures that students are given key opportunities to build the skills needed to go on to be confident, resilient and ambition individuals, keeping in line with our Sale High School values (**Respect, Diversity, Community, Aspiration, Resilience, Achievement**). All students across the school will be focusing on the same competencies at the same time. Assemblies will also build on these key competencies so that students from Y7 to 11 will be receiving a similar message at the same time. Therefore, staff can refer to topics/key concepts/themes in their own subject areas and embrace opportunities for cross-curricular teaching and learning. It also allows the staff at Sale High School to be aware of the values/messages that are being shared so that PSHE can become embedded in the wider school curriculum through interactions with students.

PSHE Lessons will be taught in a Timetabled hour once per fortnight, allowing for consistency and encouraging students engage in meaningful discussions around the PSHE content.

Lessons in Years 10 and 11 will also **incorporate elements of core Religious Education to help us meet the Statutory Requirements for RE**, enabling students to be adequately prepared to be accepting and tolerant individuals in an ever-increasing multifaith society. Students will be encouraged to consider the worldviews of those of faith and of none, thus giving them a broad and balanced understanding of the world in which we live.

2026 / 27	Autumn 1 Independence and Aspirations	Autumn 2 Autonomy and Advocacy	Spring 1 Choices and Influence	Spring 2 Independence and Aspirations	Summer 1 Autonomy and Advocacy	Summer 2 Choices and Influences
Character Taught	Aspiration & Achievement	Resilience, Diversity, Community	Respect & Community	Aspiration & Achievement	Resilience & Diversity	Respect & Community
7 UL Curriculum	Valuing myself and others: - Sharing perspectives - Respecting differences - Factors affecting relationships - Mental & Emotional Health - Risky Behaviour - Presenting myself well	Responsibilities and Values: - Who am I? - Balance & responsibility - Qualities & behaviours - Familial roles & responsibilities - Financial Ethics - Values & boundaries	Amplifying Voices - Stereotyping & language around ill mental health - Social media & diverse perspectives - Social comparison & beauty standards - Authentic relationships - Online risks	Making Safe Choices: - Presenting self online - Sharing images - Reducing risk online - Managing personal safety - First aid & common injuries - Establishing personal values and boundaries	Growing and Thriving: - What is FGM? - Triggers & unhealthy coping strategies - Strategies for managing puberty - Gender & sexuality - Recognising bullying - Peer influence & consent	Healthy Futures: - Recipe for physical health - A balanced diet - Positive uses of drugs - Negative uses of drugs - Employment
8 UL Curriculum	Building Perspectives: - Seeking perspectives & assessing evidence - Discussing issues respectfully - Stereotypes, prejudice, discrimination - Building resilience - Managing stress - Goal setting	Everyday Safety: - Resisting influences & pack mentality - Strategies for calming conflict - Safe travel - Managing everyday risks - Fire safety	Changing Bodies: - Brains in transition - Understanding sleep - Breast changes - Male body changes - Menstrual Health - Understanding Vaccines	Water Safety: - Hidden dangers - Coastal safety - Water safety organisations - Wild swimming & Water quality - Alcohol, cold water & emergency awareness - Rescue skills	Responding to Risk: - Connection, choice & risk - Hidden online risk - Friendship or exploitation - Criminal exploitation - Knife crime - Safe family relationships & protecting rights	Intimate Relationships: - Relationship boundaries - Healthy intimacy - Choice and consequences - Commitment & values - Marriage: rights & legalities
9	Developing self-confidence, risk management & strategies to manage influence: - Friendship challenges. - Gangs and violent crime - Drugs and alcohol - Assertive communication	Developing goal-setting, analytical skills and decision making: - Employability skills - Transferrable skills - Careers advice	Developing empathy, compassion and strategies to access support: - Mental health (including self-harm and eating disorders) - Change, loss, bereavement - Healthy coping strategies.	Developing risk management skills, analytical skills and strategies to identify bias and manage influence: - Financial decisions - Saving and borrowing - Gambling, financial choices and debt.	Developing assertive communication, clarifying values and strategies to manage influence: - Healthy/Unhealthy relationships - Consent - Relationships and sex in the media	Developing decision making, risk management and support-seeking skills: - Sexually transmitted infections (STIs) - Contraception - Cancer awareness - First aid

PE CURRICULUM MAP

		Fit to Perform		Fit to Lead		Fit for Life
To be achieved across at least one individual sport and one (different) team sport						
Year	KPI		KPI		KPI	
7	1	Effectively performs a range of actions, skills, and techniques with control, combining them appropriately both in isolation and small group settings.	4	Successfully leads a partner in a simple activity showing respect, empathy, and good cooperation skills in doing so.	7	Demonstrates appropriate strength, stamina, and suppleness across activities, including being able to complete short periods of sustained exercise.
	2	Successfully employs simple tactics or creative processes in practical settings.	5	Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	8	Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.
	3	Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.	6	Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.	9	Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.
8	1	Selects, combines, and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.	4	Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.	7	Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.
	2	Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.	5	Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	8	Demonstrates good functional knowledge of basic anatomical structures.
	3	Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.	6	Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.	9	Accurately explains the importance of nutrition and hydration for either success in sport or general physical and mental well-being.
9	1	Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.	4	Confidently undertakes leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.	7	Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness, and speed to excellent effect.
	2	Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.	5	Sensitively adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.	8	Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.
	3	Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.	6	Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.	9	Knows and can explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being
Exceeds Year 9 Age Related Expectations	Performs and applies advanced skills and tactics to positively influence a competitive team/group performance and		Fulfils leadership roles in their own time that support the PE department in improving the provision for other students.		Uses knowledge of health and fitness to plan, implement and monitor a physical activity programme for themselves and/or others.	

PE CURRICULUM MAP

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7
		Autumn Term												Spring Term												Summer Term															
YEAR 7	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6
		Block 1 (Core rules + skills)												Block 2 (Core rules + skills)												Block 3 (Core rules + skills)															
		Half Term 1						Half Term 2						Half Term 3						Half term 4						Half Term 5						Half term 6									
	Boys 1	Groupings	Football	Rugby	Gymnastics		Basketball		Inter Form	Fitness		OAA		Lacrosse		Handball		Inter Form	Athletics		Cricket		Softball		Badminton																
	Girls 1		Netball	Dance	Rugby		Gymnastics			Badminton		Lacrosse		OAA		Football			Rounders		Athletics		Cricket		Fitness																
	Boys 2		Rugby	Gymnastics	Basketball		Football			Lacrosse		Handball		Fitness		OAA			Badminton		Softball		Athletics		Cricket																
	Girls 2		Dance	Badminton	Netball		Rugby			OAA		Fitness		Football		Lacrosse			Handball		Rounders		Athletics		Gymnastics																
KPI's		Warm up						Muscles						Effects of exercise						Training zones						Components of fitness						Skeleton									
		KPI's assessment matrix to underpin each lesson																																							
Wet Weather Lessons	Boys 1		Indoor football	Badminton	Fitness		Leadership/Badminton			Fitness		Badminton		Leadership		Handball			Badminton		Fitness		Leadership		Handball																
	Girls 1		Benchball	Dance	Badminton/Leadership		Fitness			Badminton		Fitness		OAA		Dance			Fitness		Leadership		Fitness																		
	Boys 2		Indoor football	Gymnastics	Fitness		Leadership/Badminton			Fitness		Badminton		Leadership		Handball			Badminton		Fitness		Leadership		Handball																
	Girls 2		Dance	Badminton	Dance/Leadership		Fitness			Dance		Fitness		Leadership		Fitness			Dance		Leadership		Fitness		Dance																

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7
		Autumn Term												Spring Term												Summer Term															
Week		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6
		Block 1 (Advanced rules + skills)												Block 1 (Advanced rules + skills)												Block 1 (Advanced rules + skills)															
		Half Term 1						Half Term 2						Half Term 3						Half term 4						Half Term 5						Half term 6									
YEAR 8	Boys 1	Groupings	Football	Rugby	Gymnastics		Basketball		Inter Form	Fitness		OAA		Lacrosse		Handball		Inter Form	Athletics		Cricket		Softball		Badminton																
	Girls 1		Netball	Dance	Rugby		Gymnastics			Badminton		Lacrosse		OAA		Football			Rounders		Athletics		Cricket		Fitness																
	Boys 2		Rugby	Gymnastics	Basketball		Football			Lacrosse		Handball		Fitness		OAA			Badminton		Softball		Athletics		Cricket																
	Girls 2		Dance	Badminton	Netball		Rugby			OAA		Fitness		Football		Lacrosse			Handball		Rounders		Athletics		Gymnastics																
	KPI's		Warm up							Muscles						Effects of exercise						Training zones						Components of fitness						Skeleton							
		KPI's assessment matrix to underpin each lesson																																							
Wet Weather Lessons	Boys 1		Indoor football	Badminton	Fitness		Leadership/Badminton			Fitness		Badminton		Leadership		Handball			Badminton		Fitness		Leadership		Handball																
	Girls 1		Benchball	Dance	Badminton/Leadership		Fitness			Badminton		Fitness		OAA		Dance			Fitness		Leadership		Fitness		Fitness																
	Boys 2		Indoor football	Gymnastics	Fitness		Leadership/Badminton			Fitness		Badminton		Leadership		Handball			Badminton		Fitness		Leadership		Handball																
	Girls 2		Dance	Badminton	Dance/Leadership		Fitness			Dance		Fitness		Leadership		Fitness			Dance		Leadership		Fitness		Dance																

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7	
		Autumn Term												Spring Term												Summer Term																
YEAR 9	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6	7
		Block 1 (Tactics, Outwitting opponents)												Block 1 (Tactics, Outwitting opponents)												Block 1 (Tactics, Outwitting opponents)																
		Half Term 1						Half Term 2						Half Term 3						Half term 4						Half Term 5						Half term 6										
	Boys 1	Groupings	Football	Rugby	Gymnastics			Basketball			Inter Form	Fitness		OAA		Lacrosse		Handball		Inter Form	Athletics		Cricket		Softball		Badminton															
	Girls 1		Netball	Dance	Rugby			Gymastics				Badminton		Lacrosse		OAA		Football			Rounders		Athletics		Cricket		Fitness															
	Boys 2		Rugby	Gymnastics	Basketball			Football				Lacrosse		Handball		Fitness		OAA			Badminton		Softball		Athletics		Cricket															
Girls 2	Dance		Badminton	Netball			Rugby			OAA		Fitness		Football		Lacrosse		Handball			Rounders		Athletics		Gymnastics																	
KPI's		Warm up						Muscles						Effects of exercise						Training zones						Components of fitness						Skeleton										
		KPI's assessment matrix to underpin each lesson																																								
Wet Weather Lessons	Boys 1	Indoor football		Badminton		Fitness		Leadership/Badminton				Fitness		Badminton		Leadership		Handball				Badminton		Fitness		Leadership		Handball														
	Girls 1	Benchball		Dance		Badminton/Leadership		Fitness				Badminton		Fitness		OAA		Dance				Fitness		Leadership		Fitness		Fitness														
	Boys 2	Indoor football		Gymnastics		Fitness		Leadership/Badminton				Fitness		Badminton		Leadership		Handball				Badminton		Fitness		Leadership		Handball														
	Girls 2	Dance		Badminton		Dance/Leadership		Fitness				Dance		Fitness		Leadership		Fitness				Dance		Leadership		Fitness		Dance														

**Intent:**

The Sale High Mathematics department will provide lessons which are both challenging and stimulating. Our aim is for all students to enjoy mathematics and to achieve their potential. A variety of teaching styles cater for all students' learning needs and staff are always available to support all students both in and out of the classroom. There are ample opportunities for students to learn maths in a variety of enriching ways including after school clubs and entering national competitions. Students who wish to go beyond the National Curriculum will be able to Study Level 2 further mathematics.

The combination of developing fluency and mathematical understanding in tandem will enable students to use their learning accurately, efficiently and flexibly to reason mathematically and solve routine and non-routine problems, so meeting the aims of the national curriculum and GCSE AQA Mathematics specification. It will enable students to solve problems efficiently in later life and students who pursue further studies in mathematics will have sufficient breadth and depth to enable success.

Why I study Maths?

"I learn mathematics because:

- It helps me solve everyday problems,
- Improves my communication skills,
- Make me better at managing my money,
- Opens up more future career options."

Cultural capital/enrichment

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

OVERVIEW

In the Year 9 curriculum, students study topics from five key strands of mathematics: Number, Algebra, Geometry, Statistics & Probability, and Ratio & Proportion. Each strand builds on their prior learning from Years 7 and 8. We focus on developing knowledge and skills in each of the five strands which students will then build on to solve problems and exhibit their mathematical reasoning.

Autumn

9.01: Decimal Manipulation – Addition, subtraction, multiplication and division of decimals.
9.02: Estimation and Limits of accuracy – Estimation, truncation, error intervals
9.04: HCF and LCM of large numbers – Prime factor decomposition
9.05: Fraction Calculations – Add/subtract/multiply mixed numbers, fractions of amounts, dividing fractions and mixed numbers, writing one number as a fraction of another.
9.06: Algebraic manipulation – Multiplying algebraic terms, simplifying algebraic fractions, add/subtract/multiply and divide algebraic fractions
9.07: Index Laws – working with index laws
9.08: Expanding & Factorising – expanding and simplifying brackets, factorising an expression, expanding double brackets, factorising quadratics
9.09: Expressions & Substitution – forming expressions, substitution using integers, decimals, BIDMAS and fraction, substituting into formulae

Assessment:

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

Spring

9.10: Percentages with calculators – Using multipliers, increase and decrease, reverse percentages, percentage change
9.12: Probability – Scale and listing outcomes, single event probability, relative frequency, expected outcomes, frequency trees, sample space, Venn diagram.
9.13: Linear Equations – one and two step equations, subject in the denominator, negative unknowns, multistep equations, equations with brackets and fractions, unknowns on both sides, substituting and solving
9.14: Linear Inequalities – drawing on a number line, integer solutions, solving inequalities, solving double inequalities, solving negative inequalities
9.16: Pythagoras – Finding the hypotenuse, finding the shorter side, multistep Pythagoras and problem solving with Pythagoras

Assessment:

Mid-Year assessments will take place in January.

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

9.17: Interior/Exterior angles – Interior/Exterior angles of regular polygons, interior/exterior angles of irregular polygons, tessellation and problem solving with interior/exterior angles.

9.18: Parallel lines – Alternate angles, corresponding angles, co-interior angles, vertically opposite angles, solving multistep problems involving all four rules and algebra.

9.19: Basic Vectors – Drawing vectors, adding/subtracting vectors, multiplying vectors, resultant vectors, parallel vectors

9.20: Basic transformations – Rotation, reflection, translation, enlargement and a combination of these

9.22: Circles – Circumference, arc length, revolutions, compound perimeter, area and parts, sector area, compound area

9.23: Surface Area – nets, cuboids, prisms, cylinders, cones, spheres

Assessment:

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

End of Year assessments will take place in June.

Useful resources for supporting your child at home:

Videos on Sparx (www.sparxmaths.uk)

Videos on Corbett Maths ([Videos and Worksheets – Corbettmaths](#))

CGP KS3 revision guides/work books ([KS3 Maths | CGP Books](#))

Homework:

Homework will be set on Sparx (www.sparxmaths.uk).

Homework will be set once a week and students are expected to complete 100% of their homework each week. Homework is bespoke for all students depending on their performance in previous weeks.

Should your child be struggling to access their homework – please encourage them to speak to their teacher.



Intent:

Our Year 9 Art curriculum revolves around the captivating themes of Sea Life and Street Art. This comprehensive program is designed to provide students with a rich and immersive artistic experience, nurturing their creativity and critical thinking skills. Our intent is to guide students in developing their observational drawing skills, understanding and interpreting the works of artists such as Andrea Joseph, Jason Scarpace, Barbara Kruger and Banksy and enabling them to express their artistic visions using a diverse array of materials. Students will acquire advanced observational drawing skills by closely examining the intricate details and unique forms of sea life. This skill is fundamental for artistic precision. Through the study of artists like Andrea Joseph and Jason Scarpace, students will learn to interpret and analyse the techniques, styles, and themes of these artists, enabling them to gain insights into the world of art and express their own interpretations. Completing our street art project allows students to raise awareness about global issues such as climate change, social justice, and inequality, while also creating an accessible platform for dialogue and sparking meaningful change within communities. The curriculum will encourage students to explore and experiment with various artistic media, such as collage, wax resist, sculpture and watercolour paint, providing them with a rich toolbox of creative options. Students will work on a variety of scales, from detailed, small-scale drawings to larger, expressive works. This experience fosters adaptability and versatility in their artistic practice. Mastery of colour theory and technique will be an integral component, as students learn how to effectively use colour in their artworks, whether through the vibrancy of watercolours or the layered richness of wax resist. Students will foster an appreciation for the environmental significance of sea life and the role of art in raising awareness and promoting responsible stewardship of our oceans.

Why I study Art?

I study Art because:

- It helps me find meaning in the world.
- It helps me express my identity.
- It helps me explore culture and ideologies.

Cultural capital/enrichment

In the Year 9 Art curriculum, cultural capital and enrichment are deeply embedded within the two key projects: Sea Life and Street Art. The **Sea Life** project introduces students to the rich diversity of marine ecosystems, emphasising the importance of environmental conservation. Through this project, students explore how artists have historically depicted the natural world, gaining an understanding of different cultures' relationships with the ocean. Students also engage with the issue of climate change and its impact on marine life,

enriching their cultural awareness and critical thinking by connecting their artwork to global ecological concerns. The project broadens their knowledge of artistic techniques, such as observation drawing and mixed media, while also fostering a sense of environmental stewardship. The **Street Art** project connects students with contemporary art movements that challenge traditional boundaries and use urban spaces as a medium for social commentary. Through exploring global street art, students learn how this form of expression is a powerful tool for raising awareness about issues like social justice, identity, politics, and inequality. By studying renowned street artists and their impact on communities worldwide, students gain insight into how art can function as both a visual language and a vehicle for change. This project also encourages students to engage with the cultural significance of graffiti and public art, understanding how they reflect and influence local and global cultures. Together, these projects offer students a rich exploration of cultural themes, artistic practices, and global issues, fostering an enriched, well-rounded perspective that extends beyond the classroom.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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AUTUMN	Formal elements and contextual sources	Students will begin the ‘Sealife’ project by completing a baseline test to gauge their initial art skills. Their baseline test will be a pencil study of a seahorse image and the focus will be accuracy, proportion and tone. Students will further develop their knowledge of the formal elements from year 8; line, shape, form, texture, colour, value and shape through the use of a variety of materials and techniques such as pen, pencil and coloured pencil with a clear focus on building their observational drawing skills. Pen artist Andrea Joseph will be a prominent inspiration in the first term. When creating pastiches and personal responses to her work, students will revisit their knowledge of mark making techniques such as hatching, cross-hatching, scumbling and stippling.	1. Observational Drawing Skills: Developing advanced observational drawing skills to closely observe and accurately depict the intricate details and characteristics of sea life subjects. 2. Precision and Attention to Detail: Learning to work with meticulous precision, capturing every minute detail of the subjects, from the texture of shells to the intricate patterns of marine creatures. 3. Understanding Formal Elements: Gaining a deep understanding of the formal elements of art, including line, shape, form, texture, and pattern, and how to use them effectively in their drawings. 4. Composition and Design: Exploring different compositional techniques to create visually engaging and balanced artworks that effectively convey the beauty and complexity of sea life. 5. Use of Line and Contour: Mastering the use of line work and contour drawing to define the shapes and contours of sea life subjects, emphasising their form and structure. 6. Shading and Rendering: Developing skills in shading and rendering to create depth, volume, and three-dimensionality in their drawings, capturing the interplay of light and shadow. 7. Emphasis on Texture: Learning how to create the illusion of various textures found in sea life, such as scales, shells, or coral, using a range of techniques.	Baseline assessment of a seahorse completed in pencil with a focus on negative space and inverted tone. Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.
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			8. Analysis of Andrea Joseph's Work: Studying and analysing the work of artist Andrea Joseph to understand her unique style, techniques, and use of formal elements, which serve as a source of inspiration and influence. 9. Incorporating Personal Style: While drawing from the influence of Andrea Joseph, students are encouraged to infuse their own artistic interpretations and personal style into their sea life drawings. 10. Expressive Mark-Making: Experimenting with expressive mark-making techniques to convey movement, life, and the fluidity of sea life subjects. 11. Self-Critique and Reflection: Encouraging students to critically evaluate their own work and make iterative improvements based on self-reflection and feedback from peers and teachers.	
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Mixed media and Street Art introduction

Keywords and literacy are always pushed through our Art curriculum but are also a specific focus for this term. The students develop their understanding of keywords through creative processes such as making a 'wordle' using a variety of materials. The technique of successfully applying mixed media is an overarching theme of year 9 with students often using a combination of 2 or more materials to create a study. An example of this would be the watercolour and fineliner seahorse study which not only develops their skills from the seahorse baseline assessment they completed in the autumn term, but also refines their knowledge of colour theory and paint techniques from year 8.

In the Street Art project, students will begin to explore the distinction between street art and graffiti, understanding how each form expresses personal, political, or social messages in different ways. They will examine the work of influential artists such as Shepard Fairey, known for his bold, graphic designs and political commentary, and ROA, recognised for his large-scale animal murals that often carry deeper environmental and societal messages. Through studying these artists, students will gain insight into the cultural significance of street art as a form of communication and social activism, while also experimenting with techniques and concepts that challenge traditional boundaries in art.

1. **Mixed Media Techniques:**
Understanding and utilising various art materials, such as acrylic paint, watercolour, ink pens, coloured pencils, and collage elements.
2. **Colour Theory:**
Learning to blend and harmonise colours to create depth and visual interest in their sea life artwork.
3. **Texture Creation:**
Experimenting with different textures through layering and mixed media to simulate the textures found in sea life.
4. **Composition and Layout:**
Arranging elements in a visually pleasing manner, considering focal points and balance within their artwork.
5. **Observational Skills:**
Practicing the ability to closely observe and replicate the intricate details of sea life creatures and their natural habitat.
6. **Imagination and Creativity:**
Encouraging students to combine imaginative elements with realistic representations, allowing their creativity to shine.
7. **Artistic Expression:**
Promoting self-expression and personal style through the use of mixed media and allowing students to find their artistic voice.
8. **Understanding of Jason Scarpace's Work:**
Analysing and discussing the work of artist Jason Scarpace to gain insights into his techniques, artistic choices, and the inspiration behind his sea life artwork.
9. **Critique and Feedback:**

Artist copy in biro pen
(Responding to the artist
Andrea Joseph using a range of
rendering techniques).

Key writing pieces such as artist
analysis will be marked for
accuracy, complexity of thought
and SPAG.

			Learning to give and receive constructive criticism to improve their own artwork and the artwork of their peers. 10. Time Management: Managing their time effectively to meet project deadlines and achieve the desired level of detail and complexity in their artwork. 11. Presentation and Display: Learning how to properly present and display their finished artwork, which may include framing, mounting, or other presentation techniques. By studying mixed media in the context of a sea life and street Art project, Year 9 art students can gain a well-rounded set of skills that encompass both traditional and contemporary art concepts while encouraging creativity and self-expression.	
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SUMMER	Experimentation and development of ideas towards a final, street art inspired piece	In the final term of the Summer Street Art project, students will develop a range of creative skills while exploring various techniques and artists. They will experiment with sticker bombing, creating their own stickers to express personal or social messages, and delve into the work of Barbara Kruger, learning how to create bold, text-based art in her signature style. The influence of Pejac and Banksy will also be studied, allowing students to understand the use of street art as a form of social commentary. Key skills will include stencilling, wax resist (using white oil pastel to create resist effects with paint), collage, and mixed media techniques, providing students with a comprehensive toolkit to express their artistic voice and deepen their understanding of contemporary street art practices.	1. Material Exploration: Understanding the unique properties, textures, and techniques associated with collage, wax resist, mono-printing, and acrylic paint. 2. Mixed Media Proficiency: Learning how to combine different materials and techniques effectively to create diverse visual effects. 3. Colour Mixing: Experimenting with colour theory, blending, and layering to achieve desired colour combinations and effects in their artwork. 4. Texture and Surface Manipulation: Developing the ability to create different textures, such as smooth, rough, glossy, or matte, using various materials. 5. Wax Resist Techniques: Exploring the wax resist method to create resist patterns, textures, or shapes on paper when using water-based media like watercolours and inks. 6. Collage Construction: Practicing the arrangement and adhesion of various materials and found objects to create collaged elements in their artwork. 7. Mono-Printing Skills: Understanding the mono-printing process, including ink application, image transfer, and variations in printmaking. 8. Design and Composition: Developing skills in arranging elements, shapes, and images in a visually appealing composition for their large-scale painting. 9. Imagery and Symbolism:	Mixed media piece in the style of Shepard Fairey. Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.
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			Learning how to incorporate imagery, patterns, and symbols in their work, inspired by different street artists. 10. Concept Development: Exploring and refining ideas related to street art and the broader themes of the project, translating them into meaningful visual expressions. 11. Brushwork and Layering: Gaining proficiency in acrylic paint techniques, including brushwork, and layering for building depth and visual interest. 12. Artistic Expression: Encouraging students to develop their unique artistic style while integrating the techniques and inspiration they've gathered. 13. Art History and Contemporary Art: Placing their work in the context of art history and contemporary art, understanding how artists like Banksy contribute to the art world. 14. Time Management: Managing their time effectively to meet project deadlines and ensure they have ample time to create their final large-scale mixed media piece. 15. Presentation and Display: Learning how to properly present and display their finished artwork, which may involve mounting or other presentation techniques. By experimenting with a range of materials and techniques and drawing inspiration from various street artists, Year 9 art students can develop a diverse set of skills while creating a final large-scale painting that reflects their creativity and artistic growth.	
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	accurately reflects on their contribution.		
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Curriculum Map Year 9: Food Technology

Intent

Year 9 Food Technology consolidates the practical and scientific knowledge developed in Years 7 and 8 and prepares students for more demanding Food and Cookery study. Students apply food safety, nutrition and food science to increasingly complex practical work, while developing stronger analytical and evaluative responses. The curriculum explores diet-related health conditions, factors affecting food choice, nutritional needs and analysis, vegetarianism, food commodities and the functional properties of eggs. Practical work develops independence, precision, problem solving and the ability to justify decisions using technical vocabulary.

Why I study Food Technology

Studying Food Technology helps me make informed choices about food, health and the environment while developing practical skills I can use throughout life. I learn how nutrients affect different people, how diet can influence health, why food choices vary, and how ingredients behave during cooking. I also learn to analyse evidence, adapt dishes for different needs, work safely with high-risk foods and evaluate the quality and nutritional value of food products.

Cultural capital / enrichment

Year 9 students explore how culture, religion, allergies, economics, accessibility, food security and multiculturalism shape modern British food choices. They consider Natasha's Law, dietary requirements, international cuisines and the influence of migration on the British menu. Students also examine vegetarian and vegan diets, novel proteins, provenance, commodity processing and sustainability, while continuing to make links to careers in food science and the wider food industry.

Year 9 Food Technology – Curriculum Content

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Practical routines, food safety & Chicken Fajitas	- Mise en place and increasingly independent practical routines - Contamination, cross-contamination, personal hygiene and food poisoning - Physical, chemical and biological hazards; high-risk foods - HACCP, critical control points and legal responsibility for safe food - Safe preparation and cooking of raw chicken	- Organise a workstation efficiently and follow food-room routines independently - Identify hazards and explain appropriate preventative controls - Apply safe raw-chicken handling, knife skills and controlled hob cooking - Use sensory vocabulary to evaluate a finished dish	- Baseline “what I already know” reflection - Food-safety definitions, hazard questions and HACCP tasks - Retrieval starters, questioning and plenaries - Chicken Fajitas practical observation and self-evaluation	- Food-room rules and mise en place task - Food safety / HACCP written work - Chicken Fajitas practical and reflection
Nutrients, balanced diet & food science in baking	- Eatwell Guide and the meaning of a balanced diet - Seven nutrients; macro- and micronutrients; functions and sources - Government healthy-eating guidance and healthier food choices - Deficiency / case-study application of nutrient knowledge - Aeration, coagulation, caramelisation and evaporation in Swiss roll	- Classify nutrients and link them to functions and food sources - Apply nutrient knowledge to case studies and healthier swaps - Explain ingredient functions and scientific processes in baking - Whisk accurately, incorporate air and judge a baked sponge	- Nutrient tables, mind maps and case studies - Meal-improvement task and 6-mark balanced-diet question - Retrieval / plenary questioning - Swiss Roll practical evaluation and science questions	- Eatwell Guide and nutrient application tasks - Swiss Roll practical - Ingredient-function and food-science reflection
Diet-related health conditions & sauce science	- Obesity, type 2 diabetes, coronary heart disease, tooth decay, iron-deficiency anaemia and osteoporosis - Links between saturated fat, sugar, fibre, calcium, iron and health - BMI as one measure of health and its limitations - Causes, effects and prevention of diet-related conditions - Roux sauce and starch gelatinisation: absorb, swell, rupture and thicken	- Explain links between diet, lifestyle and health conditions - Modify dishes and justify changes using nutritional evidence - Calculate BMI and evaluate why it should not be used alone - Control hob heat and make a smooth roux-based sauce	- Checkpoint assessment on diet-related health conditions - Health-condition definitions and prevention table - BMI calculations and 4-mark evaluation - Food-diary risk analysis - Macaroni Cheese practical reflection	- Creamy pasta modification task - BMI / health-risk application - Macaroni Cheese practical: roux and gelatinisation
Practical progression & food science application	- Safe preparation of high-risk foods and consistent knife cuts - Functions of ingredients and contribution to nutrition / sensory quality - Creaming method and chemical raising in Victoria sponge - Coagulation, trapped air and browning during baking - Continued emphasis on presentation, time management and independence	- Prepare and cook chicken safely with increasing independence - Cut ingredients evenly for consistent cooking - Use creaming to incorporate air and produce a light sponge - Evaluate appearance, flavour, texture and presentation precisely	- Teacher observation and RAG self-assessment - Practical reflection questions on safety, skills and ingredient functions - Victoria Sponge science questions and evaluation	- Caribbean-style Jerk Chicken practical - Victoria Sponge practical - Practical evaluations and improvement targets

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Factors affecting food choice & the modern British menu	• Social, economic and environmental influences on food choice • Cost, accessibility, convenience and food security • Food allergy versus intolerance; common allergens and responsibilities • Natasha's Law and dietary requirements linked to religion • Culture, traditions, personal taste and multicultural influences on British cuisine	• Classify and explain factors affecting food choice • Compare allergy and intolerance and explain safe food choices • Research cuisines and summarise information accurately • Construct PEE paragraphs using evidence and examples • Discuss how multiculturalism has shaped modern British menus	• Retrieval starters and discussion questions • Allergy / intolerance and Natasha's Law tasks • Cuisine research and reading-summary activities • Modern British Menu checkpoint assessment / extended response	• Food-choice mind map and dietary-requirements work • Multicultural cuisine research • Modern British Menu extended assessment • Risotto practical
Nutritional needs & nutritional analysis	• Nutritional requirements at different life stages, including teenagers and older adults • Importance of protein, calcium, iron, fibre and other nutrients for specific groups • Energy needs and factors influencing individual requirements • Using nutritional data, energy values and Reference Intakes (RI) • Comparing macro- and micronutrient content and evaluating which dish is healthier	• Explain why nutritional needs change with age and lifestyle • Interpret nutritional information and identify nutrient sources in meals • Compare dishes using evidence rather than opinion • Write analytical and evaluative responses linked to teenage needs	• Nutritional-needs mind maps and comparison questions • Nutritional Analysis checkpoint assessment • Fish pie versus meat pie data analysis • 6-mark analysis and 4-mark energy-requirement question • Plenary evaluation questions	• Nutritional-needs comparison tasks • Nutritional data interpretation • Fish pie / meat pie assessment • Risotto / meal analysis links
Vegetarianism, novel proteins & fresh pasta	• Vegetarian, vegan and lacto-ovo diets • Ethical and other reasons for choosing vegetarian diets • HBV, LBV, amino acids and complementary proteins • Nutrients requiring careful planning: protein, iron, B12, calcium and vitamin D • Fortified foods and improving absorption of plant iron • Principles of a balanced vegetarian diet for teenagers	• Compare different vegetarian diets accurately • Plan balanced meals and justify nutrient choices • Explain how vegans can achieve adequate protein • Evaluate whether vegetarian foods are automatically healthy • Make fresh pasta using accurate dough handling and a pasta machine	• Vegetarianism retrieval and application questions • GCSE-style 8-mark balanced-diet response • Advice for a lacto-vegetarian teenage girl • Practical observation and Fresh Pasta evaluation	• Vegetarian / vegan diet analysis • Fresh Pasta with sauce practical • Pasta-machine skills and sensory evaluation

Year 9 Food Technology – Curriculum Content (continued)

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Thai Green Curry & food commodities	• Sautéing and simmering; safe handling of raw chicken • Functions of coconut milk, curry paste, protein and seasoning • Meaning and classification of food commodities • Commodity groups: grains, fruit/vegetables, dairy, meat, fish, eggs, legumes, fats/oils • Primary and secondary processing; wheat journey • Provenance, seasonal/local food, sustainability and ethical issues	• Use controlled hob heat to sauté and simmer • Prevent cross-contamination and check chicken is fully cooked • Classify foods into commodity groups • Explain processing from raw commodity to food product • Analyse provenance and sustainability in food choices • Apply commodity knowledge to recipe and product-development tasks	• Thai Green Curry practical reflection • Commodity definition, sorting and multiple-choice questions • Wheat-journey sequencing and processing task • Commodity case study and seasonal/local evaluation • Healthy lunch product-development task	• Thai Green Curry practical • Commodity case study • Farm-to-fork / processing activities • Healthy lunch design using four commodity groups
Food science – eggs	• Structure of the egg: shell, membrane, air cell, albumen, yolk and chalaza • Egg safety, Lion stamp and production methods • Egg nutrition and protein • Functional properties: binding, coating, glazing, aeration, emulsification, thickening and setting • Denaturation and coagulation; application to named food products • Egg freshness and food-safety considerations	• Label egg structure and use scientific vocabulary accurately • Explain how heat or mechanical action changes egg proteins • Match egg functions to recipes and justify their use • Apply denaturation, coagulation, emulsification and aeration to food examples • Evaluate egg quality and safety	• Silent starter and retrieval questions • Egg structure / safety / nutrition tasks • Functions-of-eggs application table • Food-science questions and product analysis • Plenary check of scientific understanding	• Egg structure and function activities • Food-science application to quiche, meringue and other products • Freshness / float-test investigation and evaluation
Final consolidation, assessment & progression	• Connections between food safety, nutrition, food choice, commodities and food science • Use of specialist vocabulary in extended responses • Applying theory to unfamiliar food and recipe contexts • Expectations for more advanced Food and Cookery study	• Retrieve and connect knowledge from across the Year 9 course • Analyse, explain, justify and evaluate rather than simply describe • Work independently and safely in practical contexts • Reflect on strengths and identify precise next steps for future study	• Checkpoint assessments across health, food choice and nutritional analysis • Ongoing silent starters, cold-call questioning, green-pen corrections and plenaries • Practical RAG reflections • End-of-unit test, final grade and “what I now know” reflection	• Final knowledge review • Practical-skills reflection • Preparation for Level 1/2 Food and Cookery / KS4-style assessment

Curriculum Map Year 9: Computer Science



Intent:

Our curriculum allows a deep understanding of Computer Science to enable young people to make informed choices in their digital world. This will enable them to prepare for life in the modern world and take advantage of opportunities presented to them. The Computer Science curriculum is designed to equip students with knowledge, understanding, skills and a desire to learn more about the three disciplines within Computing: IT, Digital Literacy and Computer Science. Our broad curriculum allows students to develop transferable skills including the ability to program in various languages, and use of a wide range of hardware and software and devices.

Why I study Computer Science?

Pupils are encouraged to challenge themselves by demonstrating an array of different computing competencies. Our KS3 curriculum reflects the required skills and techniques students need to be confident and independent in a range of Computing skillsets. In school we present and allow opportunities for enrichment such as promoting Computing for girls, code clubs and trips to workplace visits. By the end of KS4 the students will have the skillset and tools to tackle the ever-changing digital landscape.

I learn Computer Science because:

- It allows me to be a critical and lateral thinker.
- It develops my computational thinking and problem-solving skills.
- It increases my digital skills needed for any career path.

Cultural capital/enrichment

In year 9 students are encouraged to take part in 'Coding Club' where students will programme and create everything to computer generated art to a ChatBot. Students also have the opportunity to take part in our interhouse competition where they are tasked with creating a robot with materials they can find at home. Throughout year 8 there are opportunities for workplace visits with a virtual tour of a Amazon warehouse and our 'CyberFirst' trip where students are in a workshop environment with multiple different companies within the industry and a trip to Barclays where students have the opportunity to take part in a Q&A with industry leading experts and go on a tour of Barclays worldwide control centre.

Half Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	9.1 Cyber security 6/8 lessons	• How data is collected and stored • What is social engineering and the risks to humans • How and why does hacking happen and looking into the laws • What malicious software / malware can do to a computer • How to protect your network • The effective ways of preventing cyber attacks	• The focus will be on what data companies collect from their users and how they use it. • They will become aware of how humans can be a weak point in the system, as well as looking at the social engineering tactics deployed by cybercriminals to dupe users into giving away data that could lead to further crime • Explore the concept of hacking and the techniques used by hackers to exploit computer systems. • Identify malware and the different categories, as well as understanding how they work and the potential damage they can do. They will focus on the technical side than on prevention methods • They will develop their understanding of the risks that cyber threats pose to a network, followed by an exploration of some of the more common methods of defending a network against attacks, such as firewalls and anti-malware.	• Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. • There will also be 2 DIRT assessed written pieces. • 1 DIRT will be a written assessed on 'What are cookies'. The quality of their written communication is assessed as well as their for,

	9.2 Micro: Bits 6/8 lessons	- Describe what a micro: Bit is - What components make up a micro: Bit - Designing prototypes - Design an appropriate physical computer - Create a functioning computer program	- Explore its hardware components, so that they develop an awareness of its capabilities. Execute their own program using Python. - Focus on physical computing - Learners will look at examples of using the micro:bit's General-Purpose Input Output (GPIO) pins to connect it to external hardware components, such as switches, speakers, and LEDs - Paired programming, developing ideas, and putting their ideas to the test	against and conclusion. 1 DIRT assessment will be on a micro:bit proposal for what design they would like to design using code. - Test at the end of unit
	9.3 World of work 6 lessons	- Look into the modern world of work - How can we assist in accessibility on computers - Effective online communication - Cloud computing - Personal networks - Is remote learning the future	- an overview of traditional and modern work practices; how flexibility is achieved through 24/7/365 availability; and how modern technology facilitates inclusivity and accessibility for all stakeholders - Investigate the tools available for those with visual and hearing impairments by evaluating accessibility tools and design - Prepare learners for the workplace through the evaluation of good communication practice. - Build on knowledge about the different services offered by providers of cloud computing and look at how they may or may not be an advantage to business. - Encourage learners to consider the benefits and drawbacks of working remotely to their physical and mental well-being	- Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. - There will also be 2 DIRT assessed written pieces. 1 DIRT will be on 'The accident and emergency department of a

	9.4 Blender 6/8 lessons	• Animation of 3D objects • How to create an animation • Using different tools to create unique looks • Rendering a video to create a key frame animation • Animation of the future	• Learners will be introduced to the basics of making models in Blender: deleting and adding objects; moving, rotating, scaling, and colouring • Cover the basics of key frame animation, the technique behind how 3D digital animations are made • Building more complex modelling techniques that can be used to build realistic-looking models • Covers modelling techniques that are used to make organic/natural-looking models • Look into filming a shot for rendering, lighting etc. • Create a 3-10 second video on blender using the skills learnt previously	hospital uses a computer system to decide the order in which patients are treated.' The quality of their written communication is assessed as well as their for, against and conclusion. • 1 DIRT will be on a Blender final animation project were the will use the skills learnt to create a 3D model on computers. • Test at the end of unit
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Curriculum Map Year 9: Design & Technology

Intent

- Design & Technology encourages students to make informed technological choices, considering global, cultural, ethical, environmental, political, and economic factors.
- Students learn to innovate by combining traditional and modern technologies, focusing on the iterative design cycle to develop creative solutions to everyday challenges.
- The subject integrates mathematics, science, engineering, computing, geography, business, and art.
- It goes beyond practical skills, developing Creative Thinking & Innovation, Problem-Solving, Practical & Technical Skills, Collaboration & Teamwork, Project Management, Analytical & Research Skills, Resilience & Adaptability, Entrepreneurial Thinking, and Attention to Detail.

Why I study DT

Studying Design & Technology provides foundational knowledge in various technology areas in KS3. Progressing to KS4, students delve deeper into a chosen area, gaining confidence, skills, and insight into potential careers. It encourages risk-taking, resourcefulness, innovation, and good citizenship. Emphasising cultural understanding, it explores local, national, and international works and addresses real challenges faced by communities or businesses.

I learn Design & Technology because:

- It allows me to be creative and innovative.
- It develops my problem solving and evaluation skills.
- It increases my understanding of how the world around me has been created.

Cultural capital/enrichment

In Year 9 students develop their understanding of how designers, engineers and manufacturers respond to environmental, technological and social challenges. Students explore sustainable consumption and circular-economy thinking, investigate influential designers and innovators including Zaha Hadid and Lonnie Johnson, and use industry-relevant CAD/CAM technologies such as 2D Design, Tinkercad, SketchUp, laser cutting and 3D printing. Students are encouraged to apply digital and practical skills to increasingly independent design and development work.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
DT rotation Throughout the rotation students complete 2 projects that develop increasingly independent design thinking, technical knowledge, CAD/CAM capability, prototyping and evaluation skills.	Project 1: Sustainable Design Environmental factors The 6Rs Life cycle assessment Product analysis Primary, secondary and tertiary recycling Task analysis Initial design ideas Card prototyping Prototype development CAD development Final design Orthographic drawing Reflection / end-of-unit assessment	Understand how sourcing and processing raw materials can affect the environment, including deforestation, mining, drilling and carbon footprint. Understand the 6Rs and how they can reduce environmental impact. Understand the stages of a life cycle assessment and how environmental impacts can be reduced at different stages of a product's life. Understand how environmental evidence can be used to compare products such as PET and aluminium bottles. Understand the differences between primary, secondary and tertiary recycling. Understand how task analysis, iterative prototyping, CAD development, final design and orthographic drawing are used to develop and communicate a sustainable product.	Students will analyse environmental information and justify sustainable design decisions using appropriate D&T terminology. Students will apply the 6Rs and LCA thinking to products and materials. Students will analyse a sustainable design context and produce a range of annotated design ideas using ACCESSFM. Students will manufacture and test three card prototypes, identify strengths and weaknesses and develop ideas in response to testing and feedback. Students will use SketchUp to create and refine CAD models. Students will produce a resolved final design and an orthographic drawing with accurate views, dimensions and manufacturing detail.	Formative assessment through retrieval practice, questioning, peer/self assessment, practical observation and whole-class feedback. Checkpoint assessment: comparative product analysis of PET and aluminium bottles. Key assessed pieces: • Product analysis • Final sustainable design • Orthographic drawing • End-of-unit assessment
	Project 2: CAD/CAM What is	Understand what CAD and CAM are and explain their advantages and disadvantages in design and manufacturing.	Students will use 2D Design to create a simple product suitable for manufacture on a laser cutter.	Formative assessment through whiteboard quizzing, questioning, CAD demonstrations, peer

	CAD/CAM? 2D Design and laser cutting Tinkercad and 3D printing Lonnie Johnson SketchUp Impact of CAD/CAM on future manufacturing Task analysis / Zaha Hadid research Specification Initial design ideas Two-point perspective Final design CAD model Manufacturing plan / flow charts Physical prototype Testing and evaluation Revision / end-of-unit exam	Understand how 2D Design can be used to create products for laser cutting and how Tinkercad can be used to create products for 3D printing. Understand the core tools of SketchUp and how rendered CAD models communicate design ideas. Understand the contribution of Lonnie Johnson to design and engineering and how the work of Zaha Hadid can influence design ideas. Understand how CAD/CAM may affect future manufacturing. Understand the role of task analysis, research, measurable specifications, two-point perspective, CAD modelling, manufacturing planning, prototyping, testing and evaluation within an iterative design process.	Students will use Tinkercad to create a 3D model suitable for 3D printing and use SketchUp to produce and render more complex CAD forms. Students will research designers and innovators and apply relevant influences to their own design work. Students will analyse a design task and write a detailed measurable specification. Students will generate and annotate initial ideas using ACCESSFM and produce increasingly accurate two-point perspective drawings. Students will produce a final CAD prototype, plan manufacture using flow-chart conventions, manufacture a physical prototype, and test and evaluate it against measurable criteria.	support, self-assessment and practical observation. CAD mini-project assessment using 2D Design, Tinkercad and SketchUp. Key assessed pieces: • CAD/CAM knowledge / future manufacturing extended writing • Specification • Evaluation • Practical / CAD prototype work • End-of-unit exam
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Curriculum Map Year 9: Geography



Intent: Geography at Sale High School is intended to provide a wealth of knowledge about the world. We investigate topics on various scales, in locations close to home and far away. This helps us to appreciate the beauty, excitement, wonder, and problematic nature of the world we live in. Geography lessons encourage students to apply their own knowledge, understanding and judgement of theories studied in class. We also gain knowledge from practical experiences and at times we debate critical issues. From this we hope that each student can gain their own unique but well-informed understanding of how they are shaping the world around them, and how it shapes them in return.

In Year 9 there is a focus on studying the impacts and implications of geographical events on various scales. We also develop analytical skills by evaluating and weighing up the impacts of these events. We begin year 9 with *Restless Earth*, an exploration of real-life tectonic events and their hazards, which links well with our next topic, the study of *International Development and Aid*, where students will build on the Year 8 Unit *Industry and Globalisation* by studying differing levels of development across the world and how countries may become more developed. The next topic of *Climate* will approach the modern geographical issue of climate change, which leads onto our study of *Resources*, including the availability of food, water and energy. When studying *Coasts*, students develop their knowledge of the physical processes of erosion to form of coastal features, leading us to the final topic of the year, *Modern Challenges*, which tackles the implications of crime, conflict and disease.

Why I study Geography?

I study Geography because:

- It helps me understand the wider world
- I can better appreciate diversity
- I will become a global citizen who can make a positive change.

Cultural capital/enrichment

Students are encouraged to use real world knowledge to help them with their learning, therefore students are encouraged to visit locations that coincide with their studies if they have the opportunity. For example, students will be studying coastlines and coastal landforms in Summer 1, therefore students could visit any coastline and try to spot the features that we are studying. A great option would be the Holderness coastline, as one of Europe's fastest eroding coastlines.

Read – News reports, staying up to date with current events is a great way to bring additional knowledge into lessons and into tests. Books such as the *Prisoners of Geography* by Tim Marshall, and *There is No Planet B* by Mike Berners-Lee will also give a more in-depth understanding of the importance of geography in global development, and the importance of protecting our Earth.

Do – Keep up to date with current events, find out which countries have experienced natural disasters, which countries are in need of aid, and why. Students could make a profile of a country of their choice and explore how it fits into each of the topics we have studied: natural hazards that occur here, what it scores on development indicators, its climate, its coastlines and resources, and any challenges it is facing today.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Restless Earth	- The structure of the Earth - Continental Drift - Tectonic plate movement - The impacts of a volcanic eruption - The responses to a volcanic eruption - The reasons for people living in tectonic zones	- Drawing and labelling / annotating diagrams - Globe – locations and patterns of tectonic events - GIS / aerial photographs / satellite images of impacts of hazards	- Checkpoint Assessment: Extended writing to respond to the question 'What happened when Hunga Tonga erupted?' - This topic will be tested in the Mid-Year and End of Year Exams 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. - Teacher analysis of verbal responses and quality of classwork.
Autumn 2	Development and aid	- Measures of development - Analysing the Demographic Transition Model - The reasons for uneven development - Features of sustainable development - Features of aid - Evaluation of an aid project	- Presenting development data e.g. scatter graphs / line graphs - Statistical analysis of development data - Models – analysing the Demographic Transition Model	- Checkpoint Assessment: short answer questions to check knowledge of topics studied so far - This topic will be tested in the Mid-Year and End of Year Exams. 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. - Teacher analysis of verbal responses and quality of classwork.
Spring 1	Climate	- Changes to climate since the Ice Age - Constructing climate graphs - The human and physical causes of climate change - The impacts of climate change - How mitigations strategies could reduce climate change	- Climate graphs – completing and analysing - Analysis of line graphs showing changes to global temperatures	- This topic will be tested in the Mid-Year and End of Year Exams. 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. - Teacher analysis of verbal responses and quality of classwork.

Spring 2	Resources	• The global supply of food • Reasons for uneven food supplies • Ways of improving food supply • Issues surrounding the use of non-renewable energy • How conflict affects food supply • Causes of the global water crisis	• Flow line maps • Proportional symbols maps	• Checkpoint Assessment: Extended writing to assess the causes of the global water crisis • This topic will be tested in the End of Year Exam. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Summer 1	Coasts	• How weathering and erosion affect the coast • How landforms are created through erosion • The process of longshore drift • The formation of a spit • Features of hard and soft engineering	• Potential off-school grounds fieldwork to Conwy • OS maps – identifying features • Sketch maps from OS maps • Field sketches from photographs	• This topic will be tested in the End of Year Exam. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Summer 2	Modern Challenges	• How the built environment affects crime • Patterns of disease on a global scale • The impacts of epidemic diseases • The impacts of modern-day of conflict	• Topographic / choropleth maps • GIS / overlay maps • Using data to analyse trends	• Checkpoint Assessment: short answer questions to check knowledge of this topic as well as check gaps in knowledge from Summer Exam have been closed. • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.



Intent:

The History Department aims to develop **curious, knowledgeable** and **critical thinkers** who can **understand** the complexities of the past, **evaluate** historical evidence, **appreciate diverse perspectives**, and **engage thoughtfully with the world around them**.

The History Department is committed to developing knowledgeable, thoughtful and intellectually curious young people who can understand the complexities of the past and make informed judgements about the present. Through a rich and diverse curriculum, we aim to equip students with the substantive knowledge, disciplinary understanding and literacy skills needed to succeed academically and engage confidently with the wider world.

As a diverse department, we value the different experiences, perspectives and expertise that our staff bring to our teaching. We believe that all students, regardless of background, deserve access to a challenging and ambitious history curriculum that inspires curiosity, develops critical thinking and promotes high achievement.

We are committed to excellence in historical scholarship, enquiry and understanding. Through a rigorous and engaging curriculum, students will develop both substantive historical knowledge and the disciplinary skills needed to think, read, write and argue as historians.

Year 9: In Year 9, we continue our chronological journey into the dramatic events of the 20th century. We begin by examining the **rise of fascism**, exploring how dictators like Mussolini and Hitler gained power and threatened democracy across Europe.

From there, we trace the **road to the Second World War**, asking why another global conflict broke out only twenty years after the “war to end all wars.” We then uncover the key battles and turning points of **WWII**, seeing how the war was fought on land, sea and in the air.

Next, we confront the horrors of the **Holocaust**, studying how and why genocide was carried out, and its devastating impact on millions of people.

Finally, we step into the tense rivalry of the **Cold War**, exploring how the USA and USSR clashed in an ideological struggle that shaped the modern world.

By the end of Key Stage 3, students will have a powerful understanding of how dictatorship, war and global rivalry defined the last century – and many will be well prepared to take their study of history further at GCSE.

Why I study History?

I study History because:

- **It helps me to develop a clear sense of identity**
- **I will appreciate the accomplishments of previous generations**
- **Learning from the past helps create a better future**

Cultural capital/enrichment:

History encourages students to debate, question and evaluate some of the most important events and issues of the modern world. Throughout Year 9, students develop increasingly sophisticated historical skills, including analysing causation and consequence, assessing significance, evaluating interpretations and using evidence to construct well-supported arguments. These disciplinary concepts are embedded across every topic, enabling students to think critically about the ways in which conflict, power, ideology and social change have shaped the world they live in today.

To support learning beyond the classroom, we encourage students to engage with a range of age-appropriate historical resources that develop their knowledge and understanding of the twentieth century and beyond. Educational programmes such as *Horrible Histories* can provide accessible introductions to key events and individuals, while channels such as *Simple History* (recommended for students aged 13+ due to some graphic content) can help reinforce classroom learning. Websites such as BBC Bitesize also provide useful revision materials and wider reading linked to many of the themes studied throughout the year. Our Year 9 curriculum explores some of the most significant events and movements in modern history. Students begin by examining the causes, experiences and consequences of the First World War before investigating campaigns for greater political representation through the study of suffrage and popular protest. They then explore the causes and impact of the Second World War, before studying the Holocaust and the devastating consequences of prejudice, discrimination and dictatorship. The curriculum continues with an investigation into the Cold War, analysing tensions between the USA and the Soviet Union and the crises that shaped international relations for nearly half a century. Finally, students study Civil Rights in Britain and the USA, examining the experiences of Black communities and the individuals and movements that challenged inequality and discrimination.

To enrich classroom learning, Sale High School offers a range of opportunities that encourage students to engage with history beyond the classroom and to make meaningful connections between the past and present. Through the study of diverse sources, interpretations and perspectives, students gain a deeper understanding of key themes such as democracy, conflict, migration, equality and human rights.

By the end of Year 9, students will have developed a strong understanding of the major political, social and international developments that shaped the modern world. They will also have strengthened the analytical and evaluative skills needed for further historical study at Key Stage 4 and beyond.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	World War One	Students will be able to: • Explain the long-term and short-term causes of the First World War. • Analyse the experiences of soldiers and civilians during a total war. • Assess the impact of new technology and warfare on those fighting on the Western Front. • Evaluate the significance of the First World War as a turning point for Britain and the wider world. • Construct supported judgements about how and why the war changed British society.	Students will know: • The long-term causes of war, including militarism, alliances, imperialism and nationalism. • The short-term causes of war, including the assassination of Archduke Franz Ferdinand and the Schlieffen Plan. • The experiences of soldiers on the Western Front, including trench warfare, major battles and new weapons. • The contribution of women and the role of conscription during the war. • How total war affected life on the home front through rationing, DORA and air raids. • The political, social and economic consequences of the war in Britain and across the world.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Autumn 2	Suffrage and Popular Protest	Students will be able to: • Explain why political reform was demanded during the nineteenth and early twentieth centuries. • Compare the methods used by campaigners seeking greater political rights. • Assess the effectiveness of Suffragist and Suffragette campaigns. • Analyse different interpretations of why women gained the vote. • Construct balanced arguments about the causes of electoral reform.	Students will know: • The limitations of the voting system in 1832, including rotten boroughs and restricted suffrage. • The campaigns for male suffrage and the role of the Chartists. • The aims and methods of the NUWSS and Millicent Fawcett. • The aims and methods of the WSPU and key figures including Emmeline, Christabel and Sylvia Pankhurst. • The impact of militant and non-militant campaigning for women's suffrage. • Different historical interpretations of why women gained the vote, including the views of Marwick, Purvis and Pugh.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
Spring 1	World War Two	Students will be able to: • Explain the causes of the Second World War. • Analyse how war affected the lives of ordinary people in Britain. • Assess the impact of government intervention during wartime. • Evaluate the extent to which the war changed the lives of women and children. • Reach supported judgements about how far the Second World War transformed British society.	Students will know: • The long-term and short-term causes of the Second World War, including appeasement, the failures of the League of Nations and the invasion of Poland. • The impact of the outbreak of war on everyday life in Britain. • The causes and consequences of the Blitz. • The experiences of evacuated children during the war. • The government's use of rationing, propaganda, censorship and direction of labour. • The changing and continuing roles of women during and after the war. • The long-term impact of the war, including the creation of the welfare state, NHS and post-war migration.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Spring 2	The Holocaust	Students will be able to: • Explain how antisemitism developed and intensified over time. • Analyse how Nazi policies persecuted Jewish communities. • Assess the experiences of Jewish people during the Holocaust. • Evaluate the role of individuals, governments and collaborators in shaping events. • Consider the significance and legacy of the Holocaust in the modern world.	Students will know: • Examples of antisemitism in Europe before 1933. • Key Nazi beliefs and how Hitler gained and maintained power. • The increasing persecution of Jewish people between 1933 and 1939, including the Nuremberg Laws and Kristallnacht. • The experiences of Jewish people during the Second World War, including ghettos, Einsatzgruppen and death camps. • The roles played by perpetrators, collaborators, bystanders, rescuers and victims. • The impact and legacy of the Holocaust, including the Nuremberg Trials and the experiences of survivors after 1945.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
Summer 1	The Cold War	Students will be able to: • Explain why relations between the USA and USSR deteriorated after the Second World War. • Analyse the causes and consequences of major Cold War crises. • Assess the role of ideology, leadership and international tension during the Cold War. • Evaluate the successes and failures of both superpowers. • Reach substantiated judgements about the significance of Cold War events.	Students will know: • Why wartime allies became post-war rivals. • The causes of tension between the USA and USSR after 1945. • Why Berlin became the first major Cold War crisis. • The development of the nuclear arms race. • The significance of events such as the Hungarian Uprising, Berlin Wall, Cuban Missile Crisis and Prague Spring. • The causes of the collapse of the Soviet Union and the end of the Cold War.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Summer 2	Civil Rights (UK and USA)	Students will be able to: • Explain the challenges faced by Black communities in Britain and the USA. • Analyse the experiences of migrants and campaigners seeking equality. • Assess the contribution of individuals and organisations to civil rights campaigns. • Evaluate the progress made in challenging discrimination and inequality. • Construct supported arguments about the extent of change achieved.	Students will know: • The contribution and significance of Dr Harold Moody. • The experiences of Black migrants in post-war Britain. • The barriers faced by Black communities in work, education and wider society. • The role of campaigns and activism in challenging discrimination. • The contribution of women to the British Black Power movement.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
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Curriculum Map Year 9: Science

Science Intent Statement - The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using the United Learning Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the AQA exam board.

Practicals play a key role in developing pupil's skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data. The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

Why study Science?

"I learn science because:

- It develops my analytical and problem-solving skills.
- It increases my fundamental knowledge, linked to real life situations
- It helps me to develop my curiosity about the world around us."

Cultural capital/enrichment: In Year 9 we have the crystal maze inter-house competition and STEM ambassador workshops.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	9I & J – Forces and motion, force fields and electromagnets.	Pupils will also learn: -the relationship between average speed, distance and time ($\text{speed} = \frac{\text{distance}}{\text{time}}$) and the representation of a journey on a distance–time graph. -relative motion: trains and cars passing one another. -work done and energy changes on deformation. -non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. -forces as pushes or pulls, arising from the interaction between two objects and using force arrows in diagrams. -forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. -forces measured in newtons. -energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change. Pupils will also learn:	Pupils will learn: -how to apply mathematical concepts and calculate results. Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places. Literacy skills: - write material in different styles depending on the purpose and format. Maths skills: calculate results, draw and interpret distance–time graphs, calculate average (mean) speed from a distance– time graph, substitute into formulae	Baseline 30 mark knowledge test. End of topic test I & J – Forces and motion, force fields and electromagnets. Literacy – 6 mark question Spelling bees – 9IJ

		-comparing the starting and final conditions of a system and describing increases and decreases in the amounts of energy associated. -non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. -electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge. -potential difference, measured in volts and resistance, measured in ohms. - magnetic fields by plotting with compass, representation by field lines. -the magnetic effect of a current, electromagnets, D.C. motors. -weight = mass $\times$ gravitational field strength (g), on Earth $g = 10 \text{ N/kg}$.		
Autumn 2	Year 9 Biology transition to GCSE (Disease, control systems, testing medicines, ecology) Year 9 Chemistry transition to GCSE (Ions, energy transfers, rates of reaction, chemical equations, standard form, equilibria)	Pupils will learn: -how substances are transported into and out of cells through diffusion and osmosis. -the need for exchange surfaces in terms of surface area:volume ratio -Some of the substances transported including: oxygen, carbon dioxide, water, dissolved food molecules, mineral ions and urea. - the difference between communicable and non-communicable diseases and describe how communicable diseases (caused by viruses, bacteria, protists and fungi) are spread in animals and plants. -the process of discovery and development of potential new medicines, including preclinical and clinical testing. - how the structure of the nervous system is adapted to its functions -describe the principles of hormonal coordination and control by the human endocrine system- -describe how to carry out a field investigation into the distribution and abundance of organisms in an ecosystem and explain how to determine their numbers in a given area. Pupils will be able to -describe the arrangement of chemical bonds in ionic compounds, simple molecules, giant covalent structures, polymers and metals. -use chemical symbols to write the formulae of elements and simple covalent and ionic compounds. - the atom has a positively charged nucleus surrounded by negatively charged electrons. - distinguish between endothermic and exothermic reactions on the basis of the temperature change of the - describe the effect of changes in temperature, concentration, and surface area on rate of reaction -that some reactions may be reversed by altering the reaction conditions. -that dynamic equilibrium occurs when the rates of forward and reverse reactions are equal. -use the names and symbols of the first 20 elements to write formulae and balanced chemical equations where appropriate.	Pupils will learn: -how to apply mathematical concepts and calculate results. Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places. Literacy skills: - write material in different styles depending on the purpose and format. Maths skills: calculate results, use formula to balance equations.	End of topic test from biology transition. End of topic test from Chemistry transition. Literacy task – 6 mark question - Transition Chemistry - difference between Mendeleev's PT and the modern PT Spelling bees – Transition words Chemistry and Physics
Spring 1	Year 9 Physics transition to GCSE	Pupils will learn: -how to calculate the changes in energy involved when a system is changed by heating ,in terms of temperature change and specific heat capacity.	Pupils will learn: - to select, plan and carry out the most appropriate types of scientific enquiries	Mid Year Exam – Knowledge test of all content covered to date.

	(Differences, fields. Cause and effect, models, variable and graphs) B1- Cell Biology	- to define the term specific heat capacity and distinguish between it and the term specific latent heat. -the characteristics of the magnetic field of a magnet, showing how strength and direction change from one point to another. -how the motion of the molecules in a gas is related both to its temperature and its pressure. Pupils will also learn: -The structures and functions of plant and animal cells (eukaryotic cells) -to demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, including the use of standard form. -The structures and functions of Bacterial cells (prokaryotic cells). - understand how microscopy techniques have developed over time, describing light and electron microscopes. -to carry out calculations involving magnification, real size and image size using the formula $\text{magnification} = \frac{\text{image size}}{\text{real size}}$. - to explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism. -Cells may be specialised to carry out a particular function: sperm cells, nerve cells and muscle cells in animals, root hair cells, xylem and phloem cells in plants. -the importance of cell differentiation. -Substances may move into and out of cells across the cell membranes via diffusion. -Factors which affect the rate of diffusion - to calculate and compare surface area to volume ratios. -Water may move across cell membranes via osmosis and measure the rate of osmosis by water uptake. -Active transport moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration -in body cells the chromosomes are normally found in pairs. Cells divide in a series of stages called the cell cycle. Students should be able to describe the stages of the cell cycle, including mitosis. Start C1 below	to test predictions, including identifying independent, dependent and control variables, where appropriate. -to make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. Recognise, draw and interpret images of cells. Literacy skills: answering extended writing GCSE questions. Maths skills: use a scatter diagram to identify a correlation between two variables, translate information between graphical and numeric form. Demonstrate an understanding of number, size and scale and the quantitative. Use prefixes centi, milli, micro and nano.	End of topic test from Physics transition. Literacy task – 6 mark question. Spelling bees
Spring 2	C1 Atomic Structure and the periodic Table,	Pupils will be supplied with a periodic table for the exam and should be able to use it and learn: - the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7, and other elements -name compounds of these elements from given formulae or symbol equations - write word equations for the reactions, write formulae and balanced chemical equations for the reactions. And write balanced half equations and ionic equations where appropriate. -describe, explain and give examples of the specified processes of separation -suggest suitable separation and purification techniques for mixtures when given appropriate information. -describe why the new evidence from the scattering experiment led to a change in the atomic model	Pupils will learn: -an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture Use estimations and explain when they should be used. Literacy skills: answering extended writing GCSE questions.	End of topic test. Literacy – 6 mark question Spelling bees

		-the difference between the plum pudding model of the atom and the nuclear model of the atom. -be able to use the nuclear model to describe atoms. -to relate size and scale of atoms to objects in the physical world. -to calculate the relative atomic mass of an element given the percentage abundance of its isotopes. - answer questions in terms of either energy levels or shells. - explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and hence to its atomic number -predict possible reactions and probable reactivity of elements from their positions in the periodic table. -to describe these steps in the development of the periodic table. - explain the differences between metals and non-metals -explain how the reactions of elements are related to the arrangement of electrons in their atoms and hence to their atomic number. -explain how properties of the elements in Group 0 and 7.	Maths skills: key maths skills based on chemistry C1.	
Summer 1	P3 – Particle Model of matter	Continued from above (Chemistry) Pupils will learn and should be able to: -to recognise/draw simple diagrams to model the difference between solids, liquids and gases. -to explain the differences in density between the different states of matter in terms of the arrangement of atoms or molecules. -to describe how, when substances change state (melt, freeze, boil, evaporate, condense or sublime), mass is conserved. Changes of state are physical changes which differ from chemical changes because the material recovers its original properties if the change is reversed. -Describe how energy is stored inside a system by the particles (atoms and molecules) that make up the system. This is called internal energy. Internal energy is the total kinetic energy and potential energy of all the particles (atoms and molecules) that make up a system. -explain heating changes the energy stored within the system by increasing the energy of the particles that make up the system. This either raises the temperature of the system or produces a change of state. If the temperature of the system increases: The increase in temperature depends on the mass of the substance heated, the type of material and the energy input to the system. -to interpret heating and cooling graphs that include changes of state. -to distinguish between specific heat capacity and specific latent heat. explain how the motion of the molecules in a gas is related to both its temperature and its pressure - explain qualitatively the relationship between the temperature of a gas and its pressure at constant volume.	Pupils will learn: - how to perform an experiment to measure the latent heat of fusion of water. Literacy skills: answering extended writing GCSE questions. Maths Skills: Students should be able to apply equations, which is given on the Physics equation sheet, to calculate relevant questions.	End of year exam End of topic test Literacy task – 6 Mark Question relevant to topic content. Spelling bees –
Summer 2	P1 – Energy	Pupils will learn: - to use calculations to show on a common scale how the overall energy in a system is redistributed when the system is changed. - to calculate the amount of energy associated with a moving object, a stretched spring and an object raised above ground level.	Pupils will learn: Investigate the transfer of energy from a gravitational potential energy store to a kinetic energy store.	End of topic test Literacy task – 6 mark question.

		- Explain the specific heat capacity of a substance is the amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius. - to give examples that illustrate the definition of power eg comparing two electric motors that both lift the same weight through the same height but one does it faster than the other. -to describe with examples where there are energy transfers in a closed system, that there is no net change to the total energy. -to describe, with examples, how in all system changes energy is dissipated, so that it is stored in less useful ways. This energy is often described as being 'wasted'. - to explain ways of reducing unwanted energy transfers, for example through lubrication and the use of thermal insulation. The higher the thermal conductivity of a material the higher the rate of energy transfer by conduction across the material. - to describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls. -to know the definition of thermal conductivity - to describe ways to increase the efficiency of an intended energy transfer describe the main energy sources available -distinguish between energy resources that are renewable and energy resources that are non-renewable -compare ways that different energy resources are used, the uses to include transport, electricity generation and heating -understand why some energy resources are more reliable than others consider the environmental issues that may arise from the use of different energy resources - show that science has the ability to identify environmental issues arising from the use of energy resources but not always the power to deal with the issues because of political, social, ethical or economic considerations. Pupils will learn: - Cells are the basic building blocks of all living organisms. A tissue is a group of cells with a similar structure and function. Organs are aggregations of tissues performing specific functions. Organs are organised into organ systems, which work together to form organisms - The digestive system is an example of an organ system in which several organs work together to digest and absorb food. - to relate knowledge of enzymes to Metabolism, the nature of enzyme molecules and relate their activity to temperature and pH changes. - the 'lock and key theory' as a simplified model to explain enzyme action. - to recall the sites of production and the action of amylase, proteases and lipases. - Digestive enzymes convert food into small soluble molecules that can be absorbed into the bloodstream. Carbohydrases break down carbohydrates to simple sugars. Amylase is a	Investigate thermal conductivity using rods of different materials. Literacy skills: answering extended writing GCSE questions. Maths Skills: Students should be able to apply relevant equations which are given on the Physics equation sheet.	
	B2 - Organisation	Pupils will learn: - Cells are the basic building blocks of all living organisms. A tissue is a group of cells with a similar structure and function. Organs are aggregations of tissues performing specific functions. Organs are organised into organ systems, which work together to form organisms - The digestive system is an example of an organ system in which several organs work together to digest and absorb food. - to relate knowledge of enzymes to Metabolism, the nature of enzyme molecules and relate their activity to temperature and pH changes. - the 'lock and key theory' as a simplified model to explain enzyme action. - to recall the sites of production and the action of amylase, proteases and lipases. - Digestive enzymes convert food into small soluble molecules that can be absorbed into the bloodstream. Carbohydrases break down carbohydrates to simple sugars. Amylase is a	Pupils will learn: How to carry out rate calculations for chemical reactions. Enzymes catalyse specific reactions in living organisms due to the shape of their active site to use other models to explain enzyme action. Observation and drawing of a transverse section of leaf.	

		carbohydrase which breaks down starch. Proteases break down proteins to amino acids. Lipases break down lipids (fats) to glycerol and fatty acids. - The products of digestion are used to build new carbohydrates, lipids and proteins. - Some glucose is used in respiration. - Bile is made in the liver and stored in the gall bladder. It is alkaline to neutralise hydrochloric acid from the stomach. It also emulsifies fat to form small droplets which increases the surface area. The alkaline conditions and large surface area increase the rate of fat breakdown by lipase - the structure and functioning of the human heart and lungs, including how lungs are adapted for gaseous exchange. The heart is an organ that pumps blood around the body in a double circulatory system. The right ventricle pumps blood to the lungs where gas exchange takes place. The left ventricle pumps blood around the rest of the body. - The natural resting heart rate is controlled by a group of cells located in the right atrium that act as a pacemaker. Artificial pacemakers are electrical devices used to correct irregularities in the heart rate. - The body contains three different types of blood vessel: • arteries • veins • capillaries and how the structure of these vessels relates to their functions - Blood is a tissue consisting of plasma, in which the red blood cells, white blood cells and platelets are suspended and the functions of each of these blood components - to evaluate the advantages and disadvantages of treating cardiovascular diseases by drugs, mechanical devices or transplant. - In coronary heart disease layers of fatty material build up inside the coronary arteries, narrowing them. This reduces the flow of blood through the coronary arteries, resulting in a lack of oxygen for the heart muscle. Stents are used to keep the coronary arteries open. Statins are widely used to reduce blood cholesterol levels which slows down the rate of fatty material deposit. In some people heart valves may become faulty, preventing the valve from opening fully, or the heart valve might develop a leak. Students should understand the consequences of faulty valves. Faulty heart valves can be replaced using biological or mechanical valves. In the case of heart failure a donor heart, or heart and lungs can be transplanted. Artificial hearts are occasionally used to keep patients alive whilst waiting for a heart transplant, or to allow the heart to rest as an aid to recovery - to describe the relationship between health and disease and the interactions between different types of disease. - Health is the state of physical and mental well-being. - Diseases, both communicable and non-communicable, are major causes of ill health. Other factors including diet, stress and life situations may have a profound effect on both physical and mental health. Different types of disease may interact. • Defects in the immune system mean that an individual is more likely to suffer from infectious diseases. - Viruses living in cells can be the trigger for cancers. • Immune reactions initially caused by a pathogen can trigger allergies such as skin rashes and asthma. • Severe physical ill health can lead to depression and other mental illness.	Literacy skills: answering extended writing GCSE questions. Evaluate methods of treatment bearing in mind the benefits and risks associated with the treatment Maths Skills: to develop an understanding of size and scale in relation to cells, tissues, organs and systems. To be able to use simple compound measures such as rate and carry out rate calculations for blood flow. To be able to translate disease incidence information between graphical and numerical forms, construct and interpret frequency tables and diagrams, bar charts and histograms, and use a scatter diagram to identify a correlation between two variables. To understand the principles of sampling as applied to scientific data, including epidemiological data. to understand the principles of sampling as applied to scientific data in terms of risk factors. To be able to use a scatter diagram to identify a correlation between two variables in terms of risk factors. How to measure the rate of transpiration by the uptake of water. Investigate the distribution of stomata and guard cells. Process data from investigations involving stomata and transpiration rates to find arithmetic means,	
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		- the human and financial cost of these non-communicable diseases to an individual, a local community, a nation or globally - to explain the effect of lifestyle factors including diet, alcohol and smoking on the incidence of non-communicable diseases at local, national and global levels. - risk factors are linked to an increased rate of a disease - to describe cancer as the result of changes in cells that lead to uncontrolled growth and division. Benign tumours are growths of abnormal cells which are contained in one area, usually within a membrane. They do not invade other parts of the body. Malignant tumour cells are cancers. They invade neighbouring tissues and spread to different parts of the body in the blood where they form secondary tumours. Scientists have identified lifestyle risk factors for various types of cancer. There are also genetic risk factors for some cancers. - to explain how the structures of plant tissues are related to their functions. Plant tissues include: • epidermal tissues • palisade mesophyll • spongy mesophyll • xylem and phloem • meristem tissue found at the growing tips of shoots and roots. - to explain how the structure of root hair cells, xylem and phloem are adapted to their functions. Students should be able to explain the effect of changing temperature, humidity, air movement and light intensity on the rate of transpiration - to use simple compound measures such as the rate of transpiration - The roots, stem and leaves form a plant organ system for transport of substances around the plant. - to describe the process of transpiration and translocation, including the structure and function of the stomata. - Root hair cells are adapted for the efficient uptake of water by osmosis, and mineral ions by active transport. - Xylem tissue transports water and mineral ions from the roots to the stems and leaves. It is composed of hollow tubes strengthened by lignin adapted for the transport of water in the transpiration stream. - The role of stomata and guard cells are to control gas exchange and water loss. - Phloem tissue transports dissolved sugars from the leaves to the rest of the plant for immediate use or storage. The movement of food molecules through phloem tissue is called translocation. Phloem is composed of tubes of elongated cells. Cell sap can move from one phloem cell to the next through pores in the end walls.	understand the principles of sampling and calculate surface areas and volumes Students should be able to: • translate information between graphical and numerical form • plot and draw appropriate graphs, selecting appropriate scales for axes • extract and interpret information from graphs, charts and tables	
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Curriculum Map Year 9: Religion and Ethics



Intent:

At Sale High School, our aim for Religion & Ethics is to provide students with an academically rigorous study of religious beliefs and practices, and broader ethical questions. Our curriculum empowers students to thrive in a diverse, multi-faith society by fostering a deep understanding of different religious and non-religious worldviews. Students will gain a strong disciplinary knowledge, enabling them to explore, critically, different religions and worldviews and fully analyse and evaluate different teachings and practices. This equips students to address moral and ethical dilemmas and become well-rounded individuals who are academically proficient, culturally sensitive, and morally responsible.

Sequencing:

At KS3, students will begin by exploring the fundamental philosophical inquiries such as “What is a worldview?”, leading into an in-depth examination of various religious traditions, such as the Abrahamic Religions in Year 7 and the Dharmic Religions in Year 8. Students will also receive an opportunity to engage with moral philosophy, considering different ethical theories and their application to topics such as fast fashion, abortion, euthanasia, capital punishment, and more. These ‘big questions’ encourage students to use the disciplinary knowledge that is acquired across other humanities subjects to analyse and examine contemporary topics. This will also allow students to critically explore the significance and impact that different interpretation of scripture can bring to different worldviews and religious practices. At KS4, students can opt to complete the Religious Education GCSE course through the AQA exam board. This GCSE course builds upon students’ knowledge of Islam and Christianity, whilst also continuing to develop the disciplinary knowledge to critically analyse scripture and examine the influences of religious belief on human behaviour. It also encourages students to develop skills of empathy and cultural understanding, preparing them for thoughtful and inclusive engagement in an increasingly diverse world.

I study RE because:

- I learn more about spirituality, faith, diversity, and belief
- I feel empowered to make a positive contribution and make informed moral choices
- I learn more about how beliefs and values affect current issues and cultures.

Cultural capital/enrichment

RE provides opportunities for authentic interfaith dialogue, spending time considering the religious make-up of Great Britain, Greater Manchester and Sale, understanding the ways in which we can celebrate diversity in our local communities. The focus in year 7 is on understanding the disciplines of philosophy, theology and sociology. Pupils are encouraged to read texts for meaning and use contextual knowledge to build a deeper understanding of the meaning being conveyed. This provides cross-curricular skills which can enhance understanding in History, Geography, Literature and Languages. Pupils use statistical skills to understand data about social attitudes and religious affiliation, this provides an opportunity for the practical application of skills from mathematics. The study of religions also provides opportunities to link with MFL and geography in enhancing pupils understanding of the culture and traditions of different places. Students also benefit from an interfaith club where they can explore other cultures and traditions and celebrate the diversity of the school.

Unit	Topic (Lens)	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative)
Unit 1	Introduction to Ethics (Philosophy)	Students will be able to: - Examine competing moral values in a series of moral dilemmas, including the trolley problem and the R v Dudley & Stephens Case) - Explain the principles of Natural Law and examine how it may be applied, engaging in critical analysis. - Explain the principles of Situation Ethics and examine how it may be applied, engaging in critical analysis. - Explain the principles of Utilitarianism and examine how it may be applied, engaging in critical analysis. - Examine the significance of revelation as a source of morality. - Explain how Humanists and other non-religious groups make moral decisions with a divine authority.	Students will know - How to engage with moral dilemmas, such as the Trolley Problem and the case of R vs Dudley and Stephens (1884). - The principles of Aquinas' Natural Law, including the 5 Primary precepts, the concept of Secondary precepts and the understanding that morality coming from God is absolute. - Criticisms of natural law, including the lack of consideration of the consequences of an action leading to harmful consequences. - The principles of Fletcher's Situation Ethics, including an understanding of relative morality, founded on the principle of Agape love. - Criticisms of situation ethics, including slippery slope arguments and the problem of relying on love alone. - The significance of revelation as a source of authority in Islam and how this can be applied to impact moral decision making today. - Humanist morality based on concern for human welfare, empathy, reason and autonomy. - The principles of Betham's Utilitarianism, including the greatest happiness principle, Hedonic calculus and Mill's higher and lower pleasures. - Criticisms of utilitarianism, including the difficult predicting consequences and Harris' survival lottery criticism.	Independent Practice. Keywords and Definitions quiz.

Unit 2	Ethics in the Modern World (Philosophy)	Currently being updated.	Independent Practice. Keywords and Definitions quiz. Winter Exam
Unit 3	Philosophy and the Moral Self (Philosophy)	Currently being updated.	Independent Practice. Keywords and Definitions quiz.