



### Intent:

Our Year 9 Art curriculum revolves around the captivating theme of "Sea Life." 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 and Jason Scarpace, 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. 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 sea life 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

Year 9 art students studying the theme of sea life gain significant cultural capital through their exploration of this subject. A key component of this experience is a trip to the local aquarium, which serves as a valuable source of inspiration and education. A visit to the local aquarium exposes students to a diverse array of marine species, from colourful fish to majestic sea turtles and enigmatic deep-sea creatures. This first-hand experience broadens their knowledge of the vast variety of sea life, fostering a deeper appreciation for biodiversity. The aquarium trip also introduces students to critical environmental issues, such as ocean conservation and the importance of preserving marine ecosystems. This awareness of current environmental challenges becomes an integral part of their cultural capital, encouraging them to be responsible

stewards of the environment. Through the aquarium visit, students have the opportunity to develop their photography skills. Capturing images of the sea life in their natural or simulated habitats cultivates an understanding of photographic composition, lighting, and the visual representation of marine subjects. As students learn about sea life, they also immerse themselves in the culture of marine biology, underwater exploration, and the art world. This exposure broadens their cultural perspective, making them more informed about the interplay between science, art, and the natural world. Studying sea life offers a connection to scientific disciplines, such as marine biology and ecology, providing students with a multidisciplinary perspective and a deeper appreciation for the intersection of art and science. Overall, the cultural capital that Year 9 art students gain from studying sea life is multifaceted. It extends beyond the traditional confines of the art classroom, encompassing scientific knowledge, environmental awareness, photography skills, and a deeper cultural engagement. This broad perspective enriches their artistic work, empowers them to be informed and responsible global citizens, and prepares them to engage with contemporary issues through their art.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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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, scumpling 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, emphasizing their form and structure.
6. **Shading and Rendering:** Developing skills in shading and rendering to create depth, volume, and three-dimensionality in their drawings,

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.

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.
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.

			<p>By mastering these skills, Year 9 art students will create technically accomplished and visually compelling drawings of sea life subjects. They will understand how to effectively use formal elements, appreciate the influence of artists like Andrea Joseph, and infuse their own artistic interpretations into their work. These skills will empower them to engage with a broad range of artistic challenges and continue developing their unique artistic voices.</p>	
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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. Pattern and mandala artist Jason Scarpace will be studied during this term to engage students when using pen in an alternative way. Students will create research pages and copies of his work before developing their own study in his style, this progression of ideas is a key aspect of GCSE but a relevant and accessible part of our year 9 curriculum.

1. **Mixed Media Techniques:**  
Understanding and utilizing various art materials, such as acrylic paint, watercolour, ink pens, coloured pencils, and collage elements.
2. **Colour Theory:**  
Learning to blend and harmonize colours to create depth and visual interest in their sea life artwork.
3. **Texture Creation:**  
Experimenting with different textures through layering, impasto, 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. **Zentangle Art:**  
Understanding the principles of zentangle art, including the use of structured, repetitive patterns, and intricate line work to create visual interest.
6. **Pattern Design:**  
Creating unique zentangle patterns that can be incorporated into their sea life project, inspired by Jason Scarpace's style.
7. **Observational Skills:**  
Practicing the ability to closely observe and replicate the intricate details of sea life creatures and their natural habitat.
8. **Imagination and Creativity:**  
Encouraging students to combine imaginative elements with realistic representations, allowing their creativity to shine.
9. **Artistic Expression:**  
Promoting self-expression and personal style through the use of mixed media and zentangles, allowing students to find their artistic voice.
10. **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.
11. **Art History and Contemporary Art:**  
Placing the students' work in the context of the contemporary art world, understanding how artists like Scarpace contribute to the ongoing dialogue of art.

Artist response 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.

			<p><b>12. Critique and Feedback:</b> Learning to give and receive constructive criticism to improve their own artwork and the artwork of their peers.</p> <p><b>13. Time Management:</b> Managing their time effectively to meet project deadlines and achieve the desired level of detail and complexity in their sea life artwork.</p> <p><b>14. Presentation and Display:</b> Learning how to properly present and display their finished artwork, which may include framing, mounting, or other presentation techniques.</p> <p>By studying mixed media and zentangles in the context of a sea life project inspired by Jason Scarpace's work, 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.</p>	
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In the final term the students continue to experiment with a range of mediums and techniques such as wax resist, collage, mono printing, watercolour and acrylic paint. This experimentation allows the students to develop preferences and begin leaning towards an individual style, crucial to those selecting the Art GCSE course.

Students apply their colour theory skills, developed throughout previous years while studying the artist Karin Zeller. Their understanding of the artist, combined with the development of skills using a range of techniques leads to the creation of a large scale final painting to showcase what they have learnt over the course of such a busy project.

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 sea life 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 sea life 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:**

Watercolour painting assessment. Students will paint a crab and the focus for the assessment is on colour application, mixing and overall technique.

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



Learning how to incorporate sea life imagery, patterns, and symbols in their work, inspired by artist Karin Zeller's style.

**10. Concept Development:**

Exploring and refining ideas related to sea life 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. Karin Zeller's Influence:**

Analysing and discussing Karin Zeller's work to understand her techniques, artistic choices, and the themes that inspire her sea life art.

**13. Artistic Expression:**

Encouraging students to develop their unique artistic style while integrating the techniques and inspiration they've gathered.

**14. Art History and Contemporary Art:**

Placing their work in the context of art history and contemporary art, understanding how artists like Karin Zeller contribute to the art world.

**15. Time Management:**

Managing their time effectively to meet project deadlines and ensure they have ample time to create their final large-scale painting.

**16. 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 Karin

			Zeller's sea life art, 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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### Intent:

Our intent is to provide Sale High students with broad scope of knowledge that challenges the way students think about the arts and teaches them to accept and embrace difference. We want our students to be confident and understand how the arts can benefit all aspects of life such as promoting confidence and good communication skills. We want to teach them that creating safe and comfortable spaces where people of all backgrounds can make, celebrate and learning together is empowering. Students study a range of topics that follow the layout of the GCSE format. Each topic includes either a written, devised or scripted aspect. Topics are chosen to develop creativity, co-operation and challenge students to experience a range of perspectives, issues and events. There is a sharp focus on developing students descriptive, analytical, and evaluative skills. Not only are these essential to GCSE Drama but are crucial skills for life beyond Sale High School. Students develop knowledge of theatrical styles, script writing, vocal skills and physical skills which are crucial to building confidence, communication skills and literacy skills. Students implement and improve these skills through a variety of context, working to transfer skills successful in order to encourage flexible learners. Students experience both traditional styles of drama and more contemporary, challenging them to develop opinions and appreciate work that is not necessarily what they would choose to watch. This promotes acceptance and a balanced outlook crucial to life in general.

### Why I study Drama?

#### *I study Drama because:*

- I can be creative and collaborative
- I learn how to present myself to an audience
- I will view the world from different perspectives

### Cultural capital/enrichment

Performance/presentation skills – awareness of the audience, self-confidence, use of vocal and physical skills

Exploration of own thoughts and feelings through a character, considering what is right and wrong

Creative collaboration to develop working relationships outside of friendship groups

Giving/receiving constructive criticism about peer's performances

Watch different types of theatre from different time periods and countries

Write for particular audiences, considering the emotions/experiences of the character they are portraying.

Work with challenging topics in order to expand their understanding of 'real' issues, including mental health issues and peer pressure.

Extra-curricular drama company 'Platinum Stars' is an opportunity for students be part of a fun and safe environment for young people to experience creating and rehearsing theatre performance for a specific event.

The whole school production is a valuable experience for students to take part in a performance in a theatre, in front of a paying audience.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
AUTUMN 1	Theatre Design – DNA by Denis Kelly	<p>Students will understand the plot of and characters involved in DNA</p> <p>Students will understand and identify stage positioning</p> <p>Students will understand and identify types of theatre lighting</p> <p>Students will create a lighting plot for a scene from DNA</p> <p>Students will understand and identify types of stage configurations and elements of the backstage of a theatre</p> <p>Students will design a backdrop for scene in DNA</p> <p>Students will create a costume design for a character from DNA</p>	<p>Students will learn to analyse the plot and characters of the play "DNA," improving their comprehension of dramatic narratives and character development.</p> <p>Students will learn the names for areas on the stage and how this effects blocking and the way objects are arranged on stage.</p> <p>Students will learn to recognise various types of theatre lighting, its functions, and its impact on performance.</p> <p>Students will learn to identify different stage configurations and give positive and negative reasons for to using each one.</p> <p>Students will learn to create backdrops that align with the narrative and setting of a scene and costume designs that reflect character traits and narrative context.</p>	<p>Baseline exam</p> <p>End of topic test on key knowledge studied.</p>
AUTUMN 2	Explorative Strategies – Blood Brothers by Willy Russell	<p>Students will understand the plot of and characters involved in Blood Brothers</p> <p>Students will understand what Explorative Strategies are and how they can develop a performance</p> <p>Students will understand use Role Play, narration, hot-seating, still image and marking the moment effectively.</p> <p>Students will perform a scene from Blood Brothers which must include a range of explorative strategies.</p>	<p>Students will learn to analyse the plot and characters of the play "Blood Brothers", improving their comprehension of dramatic narratives and character development.</p> <p>Students will learn to use explorative strategies to develop and enhance a performance</p> <p>Students will learn to effectively apply role play, narration, hot-seating, still image, and marking the moment as performance techniques in a theatrical context.</p> <p>Students will learn to incorporate a variety of explorative strategies within a given scene from "Blood Brothers," demonstrating creativity, storytelling, and appropriate vocal and physical skills.</p>	<p>End of topic performance of a scene from Blood Brothers</p> <p>Winter Exam based on work studied so far in Y7, 8 &amp; 9.</p>

<p style="text-align: center;">SPRING 1</p>	<p style="text-align: center;">Scriptwriting and Devising</p>	<p>Students will choose a stimulus to develop a script from.</p> <p>Students will develop the narrative of the chosen stimulus by brainstorming ideas about characters and structure.</p> <p>Students will incorporate an educational message to their piece to warn about the dangers of underage drinking.</p> <p>Students will put these ideas into a script which they will correctly format</p> <p>Students will take on the role of the director to incorporate explorative strategies into their script</p>	<p>Students will learn how to develop a stimulus from ‘page to stage’ using their own ideas.</p> <p>Students will learn to develop their creative narrative by brainstorming and generating ideas for compelling characters and plot structure that effectively convey the message about the dangers of underage drinking.</p> <p>Students learn to correctly format a script, adhering to industry-standard scriptwriting conventions, including proper formatting of dialogue, stage directions, and character names.</p> <p>Students learn how to take on the role of the director and employ explorative strategies, such as role play, marking the moment, and narration to ensure that the message is effectively communicated through the characters and their interactions.</p>	<p>Quick quizzes on script formatting.</p> <p>Assessment is based on final script and directorial ideas.</p>
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<p>SPRING 2</p>	<p>Theatre Design 2 - Hamilton</p>	<p>Students will identify appropriate stage designs for Hamilton stating advantages and disadvantages</p> <p>Students will understand the different roles and responsibilities in theatre</p> <p>To explore the role and purpose of costumes</p> <p>To identify the effects of different costumes in Hamilton</p> <p>To create and evaluate our own theatrical costumes</p> <p>To explore the role and purpose of an ensemble To identify how the ensemble work together using movement</p> <p>To create our own piece of ensemble theatre as a class</p> <p>Understand the purpose of a Live Theatre Review Explore sentence structures, selecting and using appropriate terminology</p> <p>Identify how to plan and structure a Live Theatre Review</p>	<p>Students will learn to analyse the plot and characters of the musical "Hamilton" improving their comprehension of dramatic narratives and character development.</p> <p>Students will gain a comprehensive understanding of the various roles and responsibilities within a theatre production, including actors, directors, designers, and technicians.</p> <p>Students will learn to create appropriate costume designs for a character considering material, colour and condition.</p> <p>Students will learn to recognise various types of theatre lighting and apply these to an appropriate design.</p> <p>Students will develop the skill of creating a cohesive piece of ensemble theatre as a class, which includes choreographing movements, coordinating actions, and effectively communicating a storyline as a group.</p> <p>Students will explore various sentence structures and develop the ability to select and use appropriate terminology when writing a live theatre review, focusing on clarity and coherence.</p> <p>Students will identify how to plan and structure a live theatre review, including organising key points, providing context, offering analysis, and forming a well-structured critique.</p>	<p>End of topic live theatre review and test covering knowledge from this topic.</p>
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<p style="text-align: center;">SUMMER</p>	<p style="text-align: center;">Non-Naturalism – The Curious Incident of the Dog in the Night-time</p>	<p>To explore the <u>themes</u> of The Curious Incident of the Dog in the Night Time.'</p> <p>To understand the difference between <u>Naturalistic</u> and <u>Non-naturalistic</u> theatre.</p> <p>To begin utilising the non-naturalistic technique '<u>narration</u>' and understand its purpose in the play.</p> <p>To understand the meaning of <u>Physical Theatre</u> so that we can apply it to an extract of the play.</p> <p>To explore how and why <u>Physical Theatre</u> is used as a non-naturalistic technique in the National Theatre's production of the play.</p> <p>To explore the use of <u>placards</u> as a non-naturalistic technique.</p> <p>To understand the value of Brecht's alienation technique of <u>coming out of character</u>.</p> <p>To evaluate the use of non-naturalistic techniques in The Curious Incident of the Dog in the Night time.</p> <p>To prepare for our assessment, using a range of non-naturalistic techniques.</p> <p>To understand the meaning of 'Multi-role' and be able to utilise the non-naturalistic technique in a piece of drama.</p>	<p>Students will develop the skill of exploring and analysing the themes in "The Curious Incident of the Dog in the Night-Time," including empathy, truth, and individuality, to gain a deeper understanding of the play's underlying messages.</p> <p>Students will learn how to differentiate between naturalistic and non-naturalistic theatre styles.</p> <p>Students learn to apply the non-naturalistic technique of narration in their performances, and understand how it is significant in conveying inner thoughts, emotions, and perspectives of characters.</p> <p>Students gain an understanding of the concept of physical theatre and its meaning.</p> <p>Students will learn how to incorporate physical theatre into an extract of Curious Incident.</p> <p>Students will learn how placards can be employed to communicate essential information and emotions within a performance.</p> <p>Students will learn how to apply multi-role to a performance.</p> <p>Students will prepare for their assessments by practicing and integrating a variety of non-naturalistic techniques into their performances.</p>	<p>End of topic performance of extract of Curious Incident using non-naturalistic techniques.</p> <p>Summer exam based on all topics studied over Y7, 8 &amp; 9</p>
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**Why I study Music?**

*I study Music because:*

- I can express myself creatively
- I experience music from other cultures
- It improves my memory, confidence and teamwork skills

**Cultural capital/enrichment**

Performance/presentation skills – awareness of the audience, self-confidence, use of practical skills (e.g. open evening, Christmas concert and annual production)

Exploration of own thoughts and feelings through experiencing, discussing and performing a range of musical styles

Creative collaboration to develop working relationships outside of friendship groups

Giving/receiving constructive criticism about peer’s performances

Composing and performing for audiences, considering the emotions they wish to portray

Considering the emotional support music can offer in day to day life

Extra-curricular musical groups and expressive arts company ‘Platinum Stars’ is an opportunity for students be part of a fun and safe environment for young people to experience creating and rehearsing theatre performance (including musical theatre) for a specific event e.g. Christmas Concert and annual production.



Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
<b>AUTUMN</b> (6 lessons)	<b>Reggae</b>	<p>Students will understand the history and context of Reggae music.</p> <p>Students will understand and identify key instruments and features of Reggae music and explain how it creates the characteristic Reggae 'feel'.</p> <p>Students will know some key facts about Bob Marley and be able to discuss the features of his music 'Three Little Birds'.</p> <p>Students will understand and demonstrate the 'Three Little Birds' chord sequence, introduction and (some) will be able to play both treble part and advanced chords and improvise the vocal part over the top), drawing on previous keyboard experience from year 7 and 8.</p> <p>Students will be able to name bass clef notes that fell within the staff.</p> <p>(Some) students will create lyrics to their own Reggae song</p>	<p>Identify instruments, bass riff, back beat by ear and be able to explain what they are and the effect they have on the listener.</p> <p>Confidently talk about Bob Marley, his personal and musical history and name at least two hit singles.</p> <p>Name any note within the bass clef staff by using the 'add two' rule from the treble clef knowledge in years 7 and 8</p> <p>Explain the meaning of a 'tied' note and demonstrate in practical task.</p> <p>Explain the meaning of 'key' and how to create chords from a given scale using the hit/miss/hit/miss/hit technique.</p> <p>Know/use the technical term for the 1<sup>st</sup> (tonic), fourth (sub-dominant) and 5<sup>th</sup> (dominant) degrees of the scale.</p> <p>Explain and demonstrate a chord in its root and inverted positions.</p> <p>Play a sustained chord sequence to a steady beat (some with a backbeat)</p> <p>Know and describe the difference between Ska, Rock Steady and Mento styles of Reggae music. Express an opinion as to a personal favourite referring to key elements.</p>	<p><b>Teacher observation of individual keyboard progress</b></p> <p>Bob Marley homework</p> <p>Creating chords homework</p> <p><b>Winter theory exam</b></p>

<p style="text-align: center;"><b>SPRING</b> (6 lessons)</p>	<p style="text-align: center;"><b>Minimalist Music</b></p>	<p>Students will listen to and discuss this contemporary mid-century phenomenon. They will understand its American roots and, due to its unique characteristics, its different and wide ranging applications.</p> <p>Students will listen to a variety of minimalist composers and then create and perform their own 'clapping piece' in the style of Steve Reich, looking at motifs and phase-shift.</p> <p>Students will understand the three key stages of minimalist music – motif/cell, ostinato and transformation and be able to describe some forms of musical transformation.</p> <p>Students will listen to and work towards a performance of Mike Oldfield's Tubular Bells and discuss reasons as to why the piece was effective as the theme tune to The Exorcist horror film.</p>	<p>Listen to and appraise a variety of minimalist pieces identifying motif, repetition and transformation and analysing use of key elements (drawing on knowledge from year 7 and 8 – dynamics, tempo, structure, texture, duration)</p> <p>State a variety of applications for minimalist music and give at least two specific examples (video gaming, meditation, advertisement, contemporary dance, art installation 'sonic' backdrop, business productivity etc.)</p> <p>Name three minimalist composers (focus on Steve Reich, Philip Glass and Terry Riley as the fathers of the minimalist genre) and talk about the roots of the minimalist style with confidence.</p> <p>Compose a 12 beat motif.</p> <p>Work as part of an ensemble to perform either the motif or phase shift element of a clapping composition, maintaining their part with confidence.</p> <p>As an individual, work through the increasing difficulty levels of 'Tubular Bells' on the keyboard (bass line – chord sequence – melody line – harmony line) and then play a selected part, maintaining that part within a whole class performance – drawing on previous experience of treble clef, bass clef, chords and scales.</p> <p>Self-evaluate the performance.</p>	<p>Minimalist listening homework.</p> <p><b>Teacher assessment of Clapping Music.</b></p> <p><b>Teacher observation of keyboard progress/performance.</b></p> <p><b>End of topic theory exam.</b></p>
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<p style="text-align: center;"><b>SUMMER (6 lessons)</b></p>	<p style="text-align: center;"><b>Music for Film and Gaming</b></p>	<p>To understand the role of music in the world of film and gaming</p> <p>To understand how a short score works and be able to follow it.</p> <p>To explore the features of 'Star Wars', and its effectiveness as a piece of diageitic music.</p> <p>To draw comparisons with gaming music and the effect the music has on the target audience</p> <p>To listen to a range of well-known leitmotifs from film and gaming and compare their features in preparation for composing an effective melody line.</p> <p>To compose and perform a short leitmotif for a choice of film or game characters using specific skills selected from the Star Wars short score.</p>	<p>Explain the purpose of film and video gaming music, in particular the role of the leitmotif.</p> <p>Analyse a leitmotif and compose a simple and effective melody line.</p> <p>Analyse a short score and build on prior knowledge to include gradual changes of tempo, a wider range of dynamics, additional tonalities, instrumental markings, specific timbres, harmony and discussing reasons as to why the piece sounds powerful and hopeful.</p> <p>Follow a score using bar numbers, quoting bar numbers when identifying key features.</p> <p>Give the meaning of diageitic and non-diageitic music.</p> <p>Create a melody using step and leaps (conjunct and disjunct movement)</p> <p>Work in a partnership to develop the leitmotif and apply additional skills such as change in temp(rall/rit/accelerando), pedal note, dissonance, accents and pause.</p> <p>Perform a composition with confidence</p> <p>Evaluate composition.</p>	<p>Teacher observation of knowledge/vocab during score analysis (questioning).</p> <p><b>Composition notes and teacher observation of final performance.</b></p> <p><b>End of topic theory exam.</b></p>
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## Curriculum Map Year 9: English



**Intent:** Across both Key Stages, we aim to ensure that our students are able to learn how to **identify** and **explore** the **impact of language** within a variety of different contexts. We explore various genres, forms, structures and purposes of literary works, in order to emphasise the importance of reading and writing as a way of **successfully engaging with the world**, both within the school context and the wider society. At the core, we strive to inspire our young learners to become **competent and confident communicators**, consciously teaching reading and writing skills within every year group, which enables us to demonstrate the progress students make when accessing a multitude of texts which have been produced across the ages for a variety of different reasons.

Through the Key Stages we have designed the curriculum to help our students both improve and refine their reading and writing skills, with a progressively more demanding set of skills taught and revisited throughout the schemes as students travel from Year 7 to Year 11, implementing things such as variations of sentence structures and increasingly difficult and interesting vocabulary. We explore the **etymology** of language and how this correlates to the context from within which it was written, aiding our students' ability to **interpret and infer** with greater confidence.

We want to inspire our students to develop their own **love of language**, to become **critical thinkers**, engaging with moral ideas, and to widen their perspectives when establishing their own impressions and opinions when exploring literary materials. Furthermore, we continue to develop our curriculum content to encourage and enable our students to be empathetic with different points of view, to be understanding when analysing and evaluating character and theme and to be able to both speak and write with clarity and purpose.

### Why I study English?

#### *I study English because:*

- *It enables me to communicate freely and effectively*
- *I understand more about global culture, thought and literature*
- *Having a love of language and literature transports me to other worlds*

**Cultural capital/enrichment:** In Year 9, students have the opportunity to attend a variety of different theatre trips with the Theatre Club, which has previously included seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42<sup>nd</sup> Street', as well as having the opportunity to take part in a weekly film club, too. There will also be the opportunity, towards the end of the autumn term, to participate in the 'Classroom to Care Home' Inter-house competition, as well as a Shakespearean workshop to look forward to in the summer term. On top of this, year 9 also have the opportunity to take part in a debate club run at lunch time, enabling them to have the opportunity to explore and discuss controversial topics.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Gothic fiction (Literature-reading skills).	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>- Important historical and contextual information about the Romantic era, and the key conventions of Gothic fiction.</li> <li>- They will also explore important information about Sigmund Freud and his research into the Id and the Uncanny.</li> <li>- Pupils will learn a range of important Gothic terminology e.g. character archetype, Byronic hero. They will also discover the etymology of the words as well.</li> <li>- Pupils will learn about the different writers, what their lives were like and what inspired them to write the stories.</li> <li>- Pupils will also explore different Gothic settings and themes that are incorporated within the stories.</li> <li>- A range of different extracts from Gothic novels are explored- opening the pupils' eyes to a wide range of classic and more contemporary literature.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will revise and develop important skills of how to analyse language. They will start to refine their essay writing and will learn how to bring in a clear point at the start, which will structure their arguments effectively.</li> <li>-Students will revise and learn further important language techniques that they will bring into their essay writing.</li> <li>-Students will continue practising analysing the effect of these techniques and the writer's word choices to create thoughtful and developed interpretations.</li> <li>-Students will learn how to embed 'A03' (historical/social context) into their essay writing in preparation for year 10.</li> <li>-Students will learn the meanings and how to spell certain new word types linked to the genre.</li> </ul>	<p>SPAG Skills test, assessing their understanding of word classes, punctuation marks, sentence types and word definitions.</p> <p>End of topic assessment – students will be completing an analytical question based on one of the extracts they have explored- this will be unknown to the student.</p> <p>Spelling Bees of key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Aut 2	Dystopian fiction (writing skills).	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• About the dystopian genre, its common conventions and the history of the genre.</li> <li>• About a wide range of extracts from dystopian stories, some classic examples and more contemporary examples.</li> <li>• About the process of story writing, and the planning process that allows writers to construct an effective storyline.</li> <li>• About the writers themselves, e.g. Malorie Blackman and what inspired them to write stories.</li> <li>• About moral and controversial issues in society today which have influenced a lot of the writers and their stories.</li> <li>• About a range of different narrative perspectives that writers can choose to use when writing a story.</li> </ul>	<p>-Students will practise using a range of language techniques in their writing and also identifying these language techniques in the extracts they are reading.</p> <p>-Students will learn to construct effective noun phrases, experiment with sentence structures and paragraphing for effect.</p> <p>-Students will experience using a wide range of punctuation for effect.</p> <p>-Student will learn how to craft a story, and will experiment with the planning process. They will be taught how to pick an effective narrative voice and how to embed certain dystopian conventions into their writing.</p> <p>--Students will also gain skills of research when preparing a project on the computer at the end of the scheme- this may also enable them to gain skills of communication when presenting these back to the class.</p>	<p>SPAG Skills test, assessing their understanding of word classes, punctuation marks, sentence types and word definitions.</p> <p>End of topic assessment – students will be completing a piece of creative writing, where they are required to write a section of a dystopian story. They will have planned this in advance.</p> <p>Spelling Bees of key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Spr 1	Prejudice Scheme (language analysis style assessment)	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• About what prejudice is, what forms it can take, and about the unconscious bias we all experience in society.</li> <li>• How we can tackle prejudice within society, from racial prejudice to transphobic prejudice.</li> <li>• About women’s rights and how they have changed throughout history and are still affected today.</li> <li>• About language and gender, and how our gender or role in society can affect the way we communicate.</li> <li>• About how different dialects are formed throughout history, and about accents that exist in the UK.</li> <li>• About slang and how it is created, and why it is used.</li> <li>• About AAVE/BVE and the history behind the vernacular, and the prejudice that these speakers can face.</li> <li>• About female depiction in the media and the issues that surround it.</li> <li>• About Black British history, colonialism and the British empire- students will explore where a lot</li> </ul>	<ul style="list-style-type: none"> <li>-Students will learn about different dates and historical information from a range of different topics from women’s rights to Black British history.</li> <li>-Students will revise and learn about different language techniques used in writing, and the effect of using them.</li> <li>-Students will learn how to write a transcript from a conversation and they will learn what certain features of spoken conversation are called e.g. hedging, fillers.</li> <li>-Students will learn how to effective research and compile information found online for a historical project.</li> <li>-Students will revise and learn how to answer a language analysis question. They will learn how to use evidence from a text and analyse the effect of individual words and phrases.</li> <li>-Students will learn how to use BVE and decipher written BVE.</li> <li>-Students will learn how to speak and decipher different dialects e.g. Newcastle/Birmingham.</li> </ul>	<p>SPAG Skills test, assessing their understanding of word classes, word definitions but also their understanding of language techniques and analytical writing.</p> <p>End of topic assessment – students will complete a short language analysis assessment. This will be modelled on the AQA English Language Question 2 from paper 1. It will be out of 8 marks.</p> <p>Spelling Bees of key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>

		<p>of the racial prejudice existing in society stems from.</p> <ul style="list-style-type: none"><li>• Students will learn about the slave trade and class within society.</li></ul>		
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Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Spr 2	The Great Debate (speech writing and performance).	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• About a range of effective speeches from history and from more contemporary sources e.g. Martin Luther King's 'I had a dream speech' and Emma Watson's speech on feminism</li> <li>• About many controversial issues in society that they can explore and use in their own speeches e.g. animal testing, racial injustice.</li> <li>• They will learn about the history behind some of these issues and they will learn more about a range of historical figures.</li> <li>• About how to construct an effective speech and will be provided with a lot of exemplar material.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will revise persuasive devices and how they can both identify and incorporate them into their writing.</li> <li>-Students will learn how to construct and organise a speech, using a range of effective strategies.</li> <li>-Students will learn important performative strategies to create an engaging speech.</li> <li>-Students will learn how to reduce their speech onto cue cards, and how they can summarise this into note form.</li> <li>-Students will learn how to research important information and will also learn how to embed facts into their speeches.</li> </ul>	<p>This assessment falls within the KS3 summer exams. Students will be required to revise persuasive skills and will be tested on this in their summer exam. There will be two sections to this exam, section A and section B (creative and analytical).</p> <p>End of topic assessment – students will perform their speech to the class- this will be graded using the GCSE speaking and listening format.</p> <p>Spelling Bees of key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Sum 1	A Midsummer Night's Dream (Literature-reading skills).	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• About Shakespeare and his role in society.</li> <li>• They will learn about the comedy genre, and Shakespeare's influential role in transforming this.</li> <li>• They will learn a wide range of historical and contextual factors from Shakespearean England e.g. The Great Chain of Being and the belief in fairies and the influence of the church.</li> <li>• They will also learn about the treatment of women/social hierarchy in Ancient Greece- and how this is displayed through the characters.</li> <li>• They will learn about the plot in great detail, and learn about key characters from the play and the importance of their character within the story.</li> <li>• They will understand what the key themes are within the play and they will especially focus on the themes of order and disorder to create comedy.</li> <li>• After the assessed piece, students will also learn about theatre design and how it is constructed and planned.</li> </ul>	<p>-Students will revise a range of language techniques- especially Shakespeare's use of simile, metaphor and hyperbole.</p> <p>-Students will learn and revise skills of analysis, and how to comment on the effect of Shakespeare's language, and how to craft this into an essay style response.</p> <p>-Students will learn important terminology such as 'Hierarchy' and they will learn how to both spell and implement these words into their writing.</p> <p>-Students will learn how to design and create a mood board to inspire their own theatre design back drop for an Athenian forest.</p>	<p>-Students will complete a skills test towards the start of the scheme, which will test students on SPAG, skills of analysis, word definitions and historical context information</p> <p>End of topic assessment – students will complete a GCSE literature style assessment, based on an extract taken from A Midsummer Night's Dream.</p> <p>Spelling Bees of key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Sum 2	Of Mice and Men (Literature-reading skills).	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• About a range of historical and contextual factors that had an impact on the way this book was written. They will learn about important parts of history such as The Great Depression, racism in 1930s America and the treatment of women in 1930S America.</li> <li>• About the plot and key characters within the story. With the character of Lennie, students will learn about the prejudices of mental health and treatment towards psychiatric conditions in 1930s America.</li> <li>• About key themes within the novel and will explore them in greater e.g. friendship, love and loneliness.</li> <li>• How structure is used in a novel to create tension and suspense.</li> <li>• About symbolism and how Steinbeck uses it in his writing.</li> <li>• About Steinbeck’s use of structure at the end of the story and his use of a cyclical structure.</li> </ul>	<p>-</p> <ul style="list-style-type: none"> <li>• Revise language and structural techniques, and students will learn how they can identify and analyse these in their own writing.</li> <li>• Students will practise and learn how to write analytically using evidence from the text.</li> <li>• Students will also practise how to bring in historical information into their essay writing.</li> <li>• Students will learn important definitions of words e.g. segregation.</li> </ul>	<p>-Students will complete a skills test towards the start of the scheme, which will test students on SPAG, skills of analysis, word definitions and historical context information</p> <p>End of topic assessment – students will complete a GCSE literature style assessment, based on an extract taken from A Of Mice and Men.</p> <p>Spelling Bees of key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>

## Curriculum Map Year 9: Geography



**Intent:** Geography at Sale High School is intended to provide a wealth of knowledge about the world both globally and just outside their window. Students will have the opportunity to explore a wide range of human and physical geography from urban environments and globalisation to ecosystems and coasts. Students will be encouraged to not only learn facts from national and global case studies, but to apply their own understanding and judgement, and at times debate critical issues in geography. From this we hope that each student can gain their own unique but well-informed understanding of the world around them.

**Year 9** - 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. Students will gain an understanding of 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. The next topic is 'Coasts', discovering coastal processes and the formation 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 skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Restless Earth	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe and explain tectonic movements and how these create tectonic hazards.</li> <li>Describe and analyse the significance of the impacts of tectonic events.</li> <li>Evaluate the strategies used to protect people in areas with high hazard risk.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>Why earthquakes and volcanoes occur.</li> <li>How natural hazards can have social, economic and environmental effects.</li> <li>How disaster preparedness and response measures can reduce risk.</li> <li>A real-world case study of the Hunga Tonga volcanic eruption of 2022.</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Literacy extended writing</p> <p>End of Unit Assessment</p>
Autumn 2	Development and aid	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the metrics used to measure development.</li> <li>Explain why different areas have differing levels of development.</li> <li>Analyse the implications of poor development and improving development on people's lives.</li> <li>Evaluate the impacts of aid projects.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>Why we need to measure development, and the measures we look at to do this (eg. GDP, literacy rate, infant mortality.)</li> <li>The cause of developmental differences in different countries (eg. Wars and conflict, geography, colonisation)</li> <li>How poor development, and improving development, can impact on people's quality of life.</li> <li>Examples of various global aid projects (eg. Goat Aid.)</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Literacy extended writing</p> <p>End of Unit Assessment</p> <p>Winter Exam</p>

Spring 1	Climate	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the features of climate and its determining factors.</li> <li>• Explain the causes of climate change.</li> <li>• Assess how well mitigation strategies reduce climate change.</li> <li>• Analyse the impacts of climate change on different scales.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• The key features of climate and its determining factors, including latitude, elevation and ocean currents.</li> <li>• The primary drivers of climate change, including human factors (eg. Greenhouse gas emissions from cars and factories) and physical factors (such as orbital tilt).</li> <li>• A range of strategies to mitigate or reduce climate change, such as carbon reduction initiatives and renewable energy adoption.</li> <li>• The consequences of climate change on ecosystems, economies and societies.</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Literacy extended writing</p> <p>Mid-Unit Assessment</p>
Spring 2	Resources	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why different types of resources are important.</li> <li>• Describe and explain the implication of poor resource supplies.</li> <li>• Evaluate the strategies for supplying resources to a population.</li> <li>• Analyse the social, environmental and economic implications of resource supply at various scales.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• The importance of various resource types (eg. Water is essential for agriculture, drinking and industrial processes).</li> <li>• The consequences of inadequate resource supplies (eg. Water scarcity will lead to droughts, crop failures, waterborne diseases, and food scarcity will lead to famine).</li> <li>• Examples of strategies to increase resource supplies, including biotechnology in agriculture, fracking, water transfer schemes.</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Literacy extended writing</p> <p>End of Unit Assessment</p>

Summer 1	Coasts	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe coastal processes and explain how they lead to the formation of coastal features.</li> <li>• Evaluate strategies to protect the coastline.</li> <li>• Analyse the implications of sea-level rise on national and global scales.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• The coastal processes of erosion (hydraulic action, abrasion, attrition, solution) and weathering (chemical, biological and mechanical weathering) and deposition.</li> <li>• How erosional landforms (caves, arches, stacks, stumps) and depositional landforms (beaches, spits, bars) are made on a coastline.</li> <li>• Hard engineering strategies (sea walls), and soft engineering strategies (beach nourishment).</li> <li>• That sea level rise will lead to greater threat to eroding coastlines, and to the efficacy of coastal management strategies.</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Literacy extended writing</p> <p>End of Unit Assessment</p>
Summer 2	Modern Challenges	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the challenges experienced in the modern world.</li> <li>• Explain and analyse the impacts of these problems at a range of scales.</li> <li>• Explain potential future implications of current modern challenges.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• What challenges we are facing in the modern world, including crime, conflict and disease.</li> <li>• How these challenges can cause problems at the local, national and global scales.</li> <li>• The potential hazards that will arise if these challenges continue, or if new challenges arise.</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Literacy extended writing</p> <p>End of Unit Assessment</p> <p>Summer Exam</p>

## Curriculum Map Year 9: History



### **Intent:**

Within the Humanities department History is an essential subject in order to understand the world we currently live in and the consequences of past events that have shaped present day life. In History there are opportunities for students to develop their literacy and oracy when discussing historical matters such as the causes of events or the significance of important individuals. Learners will be able to analyse and evaluate evidence in order to form their own judgements. This provides pupils with knowledge of the past as well as the skills to construct their own well evidenced arguments on a range of issues.

Our aim is to deliver a broad and ambitious History curriculum, rich in knowledge and disciplinary skills, which immerses students in a range of cultures and develops an enquiring and critical outlook on the world. Our curriculum reflects the complexity and diversity of the past, by exploring a range of different individuals and experiences. Students are able to place their own experiences and identity within the history of the local community, Britain and the wider world. History is important because it enables our students to understand the past and use that knowledge to make informed judgements about the present. Our curriculum is mapped out chronologically from migration pre 1066 to the present day.

**Year 9** – Throughout the year we will cover significant historical events and developments within the 20th century. This part of the curriculum aims to provide students with a deep understanding of the modern world and 20<sup>th</sup> century conflicts that have shaped the world we live in.

Students begin by studying international tensions that arose after the First World War and how the Great powers failed to create peace. The rise of Hitler, facsim and European dicatorships is followed by key events within the Second World War. A study of the Holocaust explores the persecution and discrimination of marginalised groups and we also study modern genocides including Rwanda, Cambodia and Darfur. Finally, the curriculum concludes with the Civil Rights movement with a focus on British Civil Rights and how this has shaped Britian today. By the end of KS3 all students will have broader and deeper understanding of history and many will be well prepared to continue their study of history at GCSE.

### **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 provides opportunities for debate and expression of opinion over a variety of issues. Students may explore the role of causes or the significance of consequences and will learn how to apply historical evidence into their own explanations. In order to do this we encourage a wide range of knowledge and experience in order to support them. Sale High School provides opportunities for Humanities trips which are often linked between the Geography and History department in order to explore linked skills or similar themes. In Year 9 we visit the Imperial War Museum in Salford Quays to add depth to our understanding of conflict and wars within the 20<sup>th</sup> century. Pupils are encouraged to access age-appropriate media in order to develop their contextual knowledge and to build a deeper understanding of the period of history. Videos such as Horrible Histories can provide a threshold of knowledge to access some topics and online channels such as Simple History (often recommended for 13+ due to certain graphic images or topics) can also bolster classroom knowledge. Websites like BBC Bitesize will often provide content linked to our studied topics and can be utilised as a revision aid.

Half term	Topic	Key skills I will learn in this topic Skills increase in difficulty and outcome throughout the curriculum and year groups	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	European tension and the rise of Fascism	Students will be able to: <ul style="list-style-type: none"> <li>• Examine differing political ideologies within 20<sup>th</sup> Century Europe</li> <li>• Describe the factors that contributed to European tension.</li> <li>• Analyse interpretations and sources relating to Nazi popularity and propaganda</li> <li>• Explain the steps Hitler took to secure his dictatorship</li> <li>• Compare the similarities in leadership of 20<sup>th</sup> century dictators</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• The causes of tension after the First World War</li> <li>• Reasons for the rise of the Nazi Party</li> <li>• Significant events which led to Hitler turning Germany into a dictatorship.</li> <li>• How the Nazis controlled German people</li> <li>• The role of European dictators in 20<sup>th</sup> Century conflicts</li> </ul>	Quizzes (in class and homework)  Mid-Unit Assessment – interpretations on the rise of Hitler  End of Unit Assessment – similarities of European dictators

Autumn 2	Causes and events of World War Two	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe what was the policy of appeasement was and how it contributed to the outbreak of war.</li> <li>• Analyse sources giving differing views towards the evacuation of Dunkirk</li> <li>• Evaluate where the turning point of World War Two was</li> <li>• Explain the causes, developments and consequences of major war time events</li> <li>• Assess the significance of the turning points of WW2</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• Reasons why Britain and France followed the policy of appeasement</li> <li>• The casues / steps that contributed to the outbreak of World War Two</li> <li>• Key events and battles within World War Two including Dunkirk, Pearl Harbour, Stalingrad and dropping of the atomic bomb</li> <li>• The turning point of World War Two</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Winter Exam – include all topics studied up until this point</p> <p>Mid-Unit Assessment – narrative of the causes of WW2</p> <p>End of topic Assessment – evaluation on the turning point of WW2</p>
Spring 1	Holocaust and genocide	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain causes of the holocaust and antisemitism</li> <li>• Compare the experiences of European Jews before, during and after the holocaust</li> <li>• Analyse sources relating to the holocaust</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• The stages of persecution and discrimination Jewish people faced in Nazi Germany and later Nazi occupied Europe including Kristallnacht, ghettos and the final solution</li> <li>• Experiences of individuals involved in the holocaust including Anne Frank</li> <li>• Liberation of the holocaust</li> <li>• Impact and legacy of the holocaust</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Mid-Unit Assessment – Source utility</p>

Spring 2	Holocaust and genocide continued	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Evaluate who was responsible for the holocaust</li> <li>Explain the events of other genocides after the holocaust including Cambodia, Rwanda and Darfur.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>Role of different groups involved in the holocausts – perpetrators, collaborators and bystanders.</li> <li>Cause and consequences (short term and long term) of genocides</li> </ul>	<p>Quizzes (in class and homework)</p> <p>End of Unit Assessment – Holocaust responsibility evaluation</p>
Summer 1	Civil Rights Movement	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the roles of individuals and events that shaped the American Civil Rights movement</li> <li>Analyse multiple push/pull factors influencing migration to Britain.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>Experience for African Americans after the Emancipation proclamation</li> <li>Reactions to segregations laws and the individuals involved in the American Civil Rights movement</li> <li>Push and pull factors which have influenced migration to Britain.</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Mid-Unit Assessment – source interpretation on Windrush</p> <p>Summer Exam – test all topics studied this year up until this point</p>

<p style="text-align: center;">Summer 2</p>	<p style="text-align: center;">Civil Rights Movement continued</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the experience migrants to Britain faced</li> <li>• Make inferences on the challenges the Windrush generation faced in Britain.</li> <li>• Explain individuals and events that shaped the British Civil Rights movement.</li> <li>• Use sources to make inferences on civil rights individuals and events</li> <li>• Compare American and British Civil Rights Movements</li> <li>• Explain the experiences migrants to Britain faced in the mid to late 20<sup>th</sup> Century</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• Experience migrants to Britain faced in the 20<sup>th</sup> Century</li> <li>• Individuals and events that contributed to the British Civil Rights Movement including Claudia Jones</li> <li>• Events in the modern world where civil rights are not observed. For example BLM and refugee crises</li> </ul>	<p>Quizzes (in class and homework)</p> <p>Mid-Unit Assessment – problems faced by the Black British community between 1948 and 1981</p> <p>End of Unit Assessment – similarities between the American and British Civil Rights Movements</p>
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## Curriculum Map Year 9: Religion and Ethics



### **Intent:**

At Sale High School, our aim for Religious and Ethics classes in Key Stages 3 and 4 is to provide students with an academically rigorous and enriching study of religion, philosophy, theology, and ethics. Our curriculum empowers students to thrive in a diverse, multi-faith society by fostering a deep understanding of religious and philosophical concepts. Students gain religious literacy, promoting tolerance and respect for diversity, exploring their own spirituality, and appreciating global beliefs and cultures. This empowerment extends to addressing moral and ethical dilemmas, understanding beliefs' impact on current issues and cultures, nurturing well-rounded individuals who are academically proficient, spiritually aware, culturally sensitive, and morally responsible.

At KS3, students begin by exploring fundamental philosophical inquiries such as, 'What is religion?' and 'Is death the end?'. Followed by an in-depth examination of various religious traditions, centering on Abrahamic religions in Year 7 and Dharmic traditions in year 8, to understand how beliefs shape the practices and behaviors of religious people across the world. Throughout KS3, students will also engage with 'big questions' which encourages students to utilise skills acquired in other humanities subjects to analyses and examine topics.

Our KS3 curriculum serves as the foundation for the skills essential in KS4, where students embark on a Religious Studies GCSE course through the WJEC Eduqas exam board (Route A). This GCSE experience not only provides firsthand experience of GCSE-level work but also continues to develop the skills of critical thinking, empathy, and cultural understanding. It prepares 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**

In Year 9 at Sale High School, our RE program fosters authentic interfaith dialogue, provides a secure space for self-exploration of beliefs, and includes a visit to Altrincham and Hale Islamic Association. The RE department also invites guest speaking from various charities and religions allowing students to engage with people of other faiths from outside the school. In addition, teachers host an 'interfaith club' where students from various different background (religious and non-religious) can explore different culture, traditions and festivals in a fun an interactive way.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Islamic Beliefs	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Explore the foundations of Islam and belief in Allah.</li> <li>○ Understand the nature of Allah, His attributes and characteristics.</li> <li>○ Study the life and teachings of Prophet Muhammad.</li> <li>○ Investigate the sources of authority in Islam, including religious texts and authoritative figures.</li> <li>○ Learn about the roles and significance of angels and prophets in Islamic faith.</li> <li>○ Differentiate between what is Halal and Haram in your daily life.</li> <li>○ Examine the relationship between Hijab and the concept of equality in Islam.</li> <li>○ Explore Prophet Muhammad's teachings in the context of feminism and gender equality.</li> <li>○ Understand the distinctions and similarities between Sunni and Shia Muslims.</li> <li>○ Analyse the concept of the afterlife and explain judgement impacts the way Muslims live their lives.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>- Arabic terms: Risalah, Malaikah, Taqwa, Tawhid, Adalat, Hanif, Barzakh, Jannah, Jahannam Halal and Haram.</li> <li>- How to describe Islamic beliefs in the afterlife and Judgment.</li> <li>- How to explain the nature of Allah using the 99 names of Allah.</li> <li>- The importance of prophets and angels in Islam.</li> <li>- Different sources of authority in Islam, including scripture and figures.</li> <li>- How belief in the 6 articles of Sunni Islam (or 5 roots of 'Usul ad-Din') influences behavior.</li> <li>- The importance of three specific prophets and three specific angels in Islamic belief.</li> <li>- The difference between Sunni and Shia beliefs within Islam.</li> <li>- How to evaluate the impact of belief in judgment and the afterlife on a Muslim's way of life.</li> <li>- The significance of angels and prophets as messengers of Allah in Islamic faith.</li> </ul>	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>All assessments test core knowledge/vocabulary and include a practice GCSE style question:</p> <p>Mid-term: Explain the importance of prophet Muhammad.</p> <p>End-of-topic: 'Belief in angels is no longer important for Muslims.' Discuss</p>

Autumn 2	Islamic Practices	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Understand the core principles of Islam such as the 5 Pillars.</li> <li>○ Explore how Islamic practices show devotion to Allah.</li> <li>○ Describe the Islamic duty of giving Zakah (charity) and observe Sawm (fasting) during Ramadan.</li> <li>○ Explain the significance of Sawm, Ramadan, and the festival of Eid-ul-Fitr.</li> <li>○ Explore on the story of Ibrahim and its connection to Eid ul-Adha and Hajj.</li> <li>○ Explain why the pilgrimage of Hajj is important and the detail each stage.</li> <li>○ Understand the concepts of lesser and greater Jihad and its various interpretations in Islam.</li> <li>○ Describe the importance of Islamic festivals and how they are celebrated, such as, Ashura, Eid-ul-Fitr and Eid ul-Adha.</li> <li>○ Explore the 10 Obligatory Acts in Shia Islam.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>- Define Arabic terms: Ibadah, Rak'ah, Wudu, Iftar, Tawaf, Al-Qadr, Ummah, Jihad, Sawm, Salah, Hajj, Zakat and Sahahada.</li> <li>- How to explain the importance of the 5 Pillars of Islam.</li> <li>- The significance of key practices: 5 Pillars, 5 roots of 'Usul ad-Din,' and Ten Obligatory Acts.</li> <li>- How to describe the practice of each of the 5 Pillars and how they shows devotion to Allah.</li> <li>- The 5 roots of 'Usul ad-Din' and the Ten Obligatory Acts in Shia Islam.</li> <li>- Differentiate between lesser and greater Jihad in Islamic context.</li> <li>- How to explain the importance of religious festivals: Eid-ul-Adha, Eid-ul-Fitr, and Ashura.</li> </ul>	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>All assessments test core knowledge/vocabulary and include a practice GCSE style question:</p> <p>Mid-term: 'Salah is the most important practice to show devotion to Allah' Discuss.</p> <p>End-of-topic: 'Explain what the two types of jihad mean for Muslims.'</p> <p><b>Winter Exam</b> – Mock GCSE style paper</p>
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Spring 1	Moral Theme: Relationships	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Identify and understand different family structures, relationships, and associated roles and responsibilities.</li> <li>○ Explore Islamic and Christian teachings concerning the purpose of sex within various faith traditions.</li> <li>○ Investigate perspectives on the use of contraception and its moral implications.</li> <li>○ Examine the purpose of marriage from both religious and secular viewpoints.</li> <li>○ Describe diverse attitudes towards divorce, considering both religious and societal perspectives.</li> <li>○ Analyse varying viewpoints on different types of relationships, including same-sex relationships.</li> <li>○ Explain the significance of families in the context of religion.</li> <li>○ Explore and evaluate differences in the roles of women and gender equality in worship within Christianity and Islam.</li> <li>○ Consider their societal impacts of religious teachings on sex, marriage, relationships, and gender roles.</li> </ul>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>- Key terms: Adultery, Chastity, Cohabitation, Divorce, Contraception, discrimination, sacrament, vows and commitment.</li> <li>- Understand the diversity of family structures, relationships, and associated roles and responsibilities within Islam and Christianity.</li> <li>- Understand the teachings in Islam and Christianity concerning the purpose of sex, marriage and gender roles.</li> <li>- Investigate Islamic and Christian viewpoints on contraception, including the moral and ethical dilemmas they may pose.</li> <li>- The purpose of marriage from both Islamic and Christian perspectives.</li> <li>- The diverse attitudes towards divorce within Islam and Christianity.</li> <li>- Various viewpoints on different types of relationships, including the acceptance and challenges surrounding same-sex relationships, within the contexts of Islam and Christianity.</li> <li>- The roles of women and the concepts of gender equality in worship within Islam and Christianity.</li> <li>- Wider societal impacts of Islamic and Christian teachings on sex, marriage, relationships, and gender roles, recognising their influence on culture and society at large.</li> </ul>	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>All assessments test core knowledge/vocabulary and include a practice GCSE style question:</p> <p>Mid-term: 'Contraception is unnatural and disrespectful to God.' Discuss</p> <p>End-of-topic: 'From two different religions or two religious traditions, explain attitudes to same sex relationships.'</p>
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Spring 2 and Summer 1	Moral Themes: Human Rights	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Identify various forms of religious expression.</li> <li>○ Describe religious teachings addressing prejudice.</li> <li>○ Examine the actions and contributions of figures like Malala and MLK.</li> <li>○ Explain ethical issues around concepts such as censorship and religious extremism.</li> <li>○ Highlight the importance of religious expression as a fundamental right.</li> <li>○ Explore Islamic and Christian attitudes toward combating injustice.</li> <li>○ Discuss Islamic and Christian perspectives on the significance of charity.</li> <li>○ Explain how religious communities promote human rights.</li> <li>○ Evaluate the ethical dilemmas related to following laws in the context of personal conviction and the balance between religious expression, censorship, and extremism.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>- Key terms: Prejudice, Discrimination, Justice, Personal Conviction, Morality, Absolute Poverty, Relative Poverty, Human Rights and Social Justice.</li> <li>- How and why human rights were formed.</li> <li>- Why human rights are important for society.</li> <li>- The actions and impact of individuals such as Malala and MLK in promoting justice and equality.</li> <li>- Various forms of religious expression.</li> <li>- What censorship and religious extremism is and the impact on society.</li> <li>- Societal and religious belief in the importance of charitable acts and their role in social justice.</li> <li>- How religious communities actively promote and advocate for human rights.</li> <li>- How to analyse and articulate their own beliefs around issues such as laws, religious expression, censorship, and extremism.</li> </ul>	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>All assessments test core knowledge/vocabulary and include a practice GCSE style question:</p> <p>Mid-term: 'Explain from either two religions or two religious traditions, attitudes to wealth.'</p> <p>End-of-topic: + 'Everyone should obey the laws of a country.' Discuss</p>
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Summer 2	<p>Moral Themes: Good &amp; Evil</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>○ Identify various types of suffering.</li> <li>○ Describe the role and work of a prison chaplain.</li> <li>○ Describe the aims of punishment.</li> <li>○ Explain Islamic and Christian teachings regarding capital punishment.</li> <li>○ Explore the reasons why some people struggle to believe in God when confronted with suffering.</li> <li>○ Explain Philosopher Hick's soul-making theory, including the concept of Epistemic Distance.</li> <li>○ Explain Islamic and Christian teachings about forgiveness.</li> <li>○ Discuss Christian and Islamic beliefs concerning free will and predestination.</li> <li>○ Analyse Christian and Islamic perspectives on capital punishment and the concept of forgiveness.</li> <li>○ Evaluate the argument for or against the existence of God in light of suffering and evil.</li> <li>○ Consider whether Capital Punishment should be reinstated in the UK, and the possibility of forgiveness in the context of crime and punishment.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>- Define key terms: Sin, Free Will, Predestination, Reform, Remorse, Deterrent, Retribution, Epistemic Distance and Theodicy.</li> <li>- Different forms of suffering (moral and natural evil) and their implications.</li> <li>- The purpose and responsibilities of a prison chaplain.</li> <li>- Islamic and Christian teachings regarding capital punishment.</li> <li>- Why some people may struggle with belief in God when faced with suffering.</li> <li>- the strengths and weaknesses of Philosopher Hick's soul-making theory</li> <li>- Christian and Islamic beliefs surrounding free will and predestination.</li> <li>- Religious and societal perspectives on capital punishment and forgiveness.</li> <li>- How to critically assess the arguments for and against the existence of God in the context of suffering and evil.</li> <li>- The implication of the reinstatement of Capital Punishment in the UK, and what alternative solutions to punishment could be.</li> <li>- Case studies of forgiveness such as, Gee Walker, and how their religious views have enabled them to forgive.</li> </ul>	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>All assessments test core knowledge/vocabulary and include a practice GCSE style question:</p> <p>Mid-term: 'Explain, from two religions or two religious traditions, beliefs about the death penalty.'</p> <p><b>PPE Exam</b></p>
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## Curriculum Map Year 9: Maths



### **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.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Probability 1	Students will be able to: <ul style="list-style-type: none"> <li>• Be able to calculate experimental probability</li> <li>• Interpret and complete a frequency tree</li> <li>• Interpret and use a probability tree,</li> <li>• Draw and use tree diagrams to calculate probabilities.</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• Understand experimental probability</li> <li>• Understand the difference between theoretical and experimental probability</li> </ul>	Key skills 5 minutes starters  End of topic reviews  Base line assessment  Marked piece
	Algebra 1	Students will be able to: <ul style="list-style-type: none"> <li>• equations.</li> <li>• solve equations with the variable on both sides.</li> <li>• solve equations with fractional coefficients</li> <li>• solve equations with brackets and fractions.</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• To identify equivalent expressions.</li> <li>• use algebra to set up and solve</li> <li>• How to simplify algebraic expressions involving the four basic operations.</li> <li>• How to simplify algebraic expressions by combining like terms.</li> <li>• How to manipulate algebraic expressions</li> </ul>	Key skills 5 minutes starters  End of topic review  Spelling Bee

	Number 1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• solve real-life problems involving decimals.</li> <li>• estimate calculations in order to recognise possible errors.</li> <li>• significant figure rounding.</li> <li>• round numbers, where necessary, to an appropriate or suitable degree of accuracy.</li> </ul>	<p>Students will</p> <ul style="list-style-type: none"> <li>• understand and work with standard form, using positive and negative powers of ten.</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
Autumn 2	Algebra 2	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use formulae</li> <li>• write formulae.</li> <li>• change the subject of a formula.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• The difference between equations and expressions</li> <li>• How to use the balance method of algebra manipulation</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Shapes 1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• find the surface areas of cuboids.</li> <li>• calculate the volume of a prism.</li> <li>• calculate the surface area of a prism.</li> <li>• calculate the volume of a cylinder.</li> <li>• calculate the curved surface area of a cylinder</li> <li>• calculate the total surface area of a cylinder.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• the concepts of area and volume</li> <li>• the formulae for finding area, surface area and volume</li> <li>•</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p> <p>Winter summative exam.</p>

Spring 1	Algebra 3	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• work out the gradient of a graph from a linear equation</li> <li>• work out an equation of the form <math>y = mx + c</math> from a linear graph.</li> <li>• recognise and draw the graph from a simple quadratic equation.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• How to recognise and draw the graph of a linear equation.</li> <li>• Why the same can be done to both sides</li> <li>• What a variable is</li> <li>• The concept of algebra</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>
	Ratio 1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• solve problems involving simple interest.</li> <li>• calculate the result of a percentage increase or decrease</li> <li>• choose the most appropriate method to calculate a percentage change.</li> <li>• calculate the original value given the result of a percentage change.</li> <li>• choose the correct calculation to work out a percentage.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• understand what simple interest is</li> <li>• Different methods of finding a percentage increase and decrease</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

	Shapes 2	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• construct the mid-point and the perpendicular bisector of a line</li> <li>• construct an angle bisector</li> <li>• construct a perpendicular to a line from or at a given point</li> <li>• construct a right-angled triangle.</li> <li>• make accurate geometric constructions.</li> <li>• work out the exterior angles of a regular polygon</li> <li>• work out the interior angles of a regular polygon.</li> <li>• work out which regular polygons tessellate.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• Know the formulae for working the sum of interior angles in a polygon</li> <li>• Know the sum of the external angles of any polygon.</li> <li>• Now how to tessellate a shape</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Data 1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• create a grouped frequency table from raw data.</li> <li>• interpret frequency diagrams</li> <li>• draw a frequency diagram from a grouped frequency table.</li> <li>• use mean and range to compare data from two sources.</li> <li>• decide when each different type of average is most useful.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• different types of data</li> <li>• Know different measure of centrality and spread.</li> </ul>	
Spring 2	Number 2	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• multiply one mixed number by another.</li> <li>• divide one fraction or mixed number by another.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• how to convert between mixed and improper fractions</li> <li>•</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>

	Number 3	Students will be able to: <ul style="list-style-type: none"> <li>• Calculate and estimate problems involving powers, roots, fractions and brackets</li> <li>• Operate with powers of 10</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• the first 3 laws of indices</li> <li>• and use zero powers and negative powers</li> </ul> Percent	Key skills 5 minutes starters End of topic review
	Algebra 4	Students will be able to: <ul style="list-style-type: none"> <li>• draw graphs from real-life situations to illustrate the relationship between two variables.</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• How to interpret and draw time graphs.</li> </ul>	Key skills 5 minutes starters End of topic review
Summer 1	Ratio 2	Students will be able to: <ul style="list-style-type: none"> <li>• draw and use real-life graphs.</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• how graphs are used to represent real-life situations</li> <li>•</li> </ul>	Key skills 5 minutes starters End of topic review Marked piece
	Shapes 3	Students will be able to: <ul style="list-style-type: none"> <li>• use Pythagoras' theorem to solve problems.</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• how to prove Pythagoras' theorem</li> <li>• Pythagoras triples</li> <li>•</li> </ul>	Key skills 5 minutes starters End of topic review
	Data 2	Students will be able to: <ul style="list-style-type: none"> <li>• Find mean average a from grouped frequency</li> <li>• Find median average from a grouped frequency</li> </ul>	Students will know <ul style="list-style-type: none"> <li>• That the different measures of centrality and spread</li> <li>•</li> </ul>	Key skills 5 minutes starters End of topic review Marked piece



Summer 2	Algebra 5	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• interpret and draw exponential growth graphs.</li> <li>• draw any linear graph from any linear equation</li> <li>• solve a linear equation from a graph.</li> <li>• draw graphs from quadratic equations.</li> <li>• solve a quadratic equation by drawing a graph.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• Draw algebra graphs by substitution</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Summer summative exam</p>
	Ratio 3	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• use ratio to compare lengths, areas and volumes of 2D and 3D shapes.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• How recognise congruent shapes.</li> <li>•</li> <li>•</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Shapes 3	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• find the size of an angle identified from a trigonometric ratio.</li> <li>• find an unknown length in a right-angled triangle, given one side and another angle.</li> </ul>	<p>Students will know</p> <ul style="list-style-type: none"> <li>• what the trigonometric ratios sine, cosine and tangent are.</li> <li>•</li> </ul>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

## Curriculum Map Year 9: MFL FRENCH



### **Intent VISION**

Our department's vision is to develop our students skills and confidence to consider themselves **global citizens** who belong to a **multicultural world**. We aim to cultivate our students' **curiosity of other countries' culture and language**.

We aim to **empower our students with the cognitive skills and metacognitive strategies** which make them successful and resilient learners and which give them a **competitive edge** in future careers.

### **INTENT**

Our intent is to provide Sale High students with a **breadth and depth of knowledge** that promotes **cultural awareness and communication skills to access the wider world**.

Creating learners that are **resilient**, open-minded language detectives **empowered** to demonstrate skills in reading, listening, writing, translation and speaking another language.

### **Why I study a modern language?**

- It makes me a better learner
- It opens doors to a better future
- It makes me a global citizen

### **Cultural capital/enrichment**

Cultural focus on Paris once again: During the Autumn term, students will use Paris as the context to describe events in the past tense.

Bastille Day project: Students are encouraged to research the significance of Bastille Day and collate a piece of project work.

Languages XP: Undergraduates from Manchester University offer a 4 week taster course in another language to our most able students in the Spring term.

Languages in the workplace: Students have opportunities to take part in careers talks, webinars or live events, which promote the need of languages in the workplace. Hosts include Alliance Française, GCHQ and local employer, DA languages.

National Languages Competition: Students can take part in this language competition, hosted by the GCHQ and try to win a trip to the Cheltenham Head Quarters.

Inter-house Competition: In the Summer term, students compete in the MFL Crackerjack competition and test their knowledge about European facts, culture and languages.

Half term	Topic	Key knowledge	Key skills I will learn in this topic:	Assessment opportunities (Summative and formative) Key pieces
Aut 1	Free time	<p>Grammar focus ( <b>TOPCAT</b> )</p> <p>Introduce / retrieve</p> <p>T= tenses and verbs</p> <p>O=opinions</p> <p>P= pronoun use</p> <p>C= conjunctions and complexity</p> <p>A= adjectival rules</p> <p>T= translation.</p> <ul style="list-style-type: none"> <li>• Talking about the internet</li> <li>• Use the verbs 'aller and faire' in 3 tenses</li> <li>• Hier soir - talking about what you did last night</li> </ul> <p>TOPCAT</p> <p>T revisit and practice present tense with irregular 'aller' and 'faire' verb . Introduce simple conditional phrases (je voudrais + infin.. Ça serait...) Introduce the past tense with avoir, in 'l' form with technologie phrases -</p> <p>O revisit all to date + je trouve ça / j'ai trouvé ça / j'ai pensé que / c'était</p> <p>P use of me rend + triste / content</p> <p>C frequency phrases / use of negatives intro plus de temps / moins de temps Introduce sequencers - avant de + infinitive, ie me coucher / après / puis / ensuite / d'abord /</p>	<p>LRSW.&gt; Students can give and retrieve detailed information and express opinions about what they or others do in 3 tenses</p> <p>LS &gt; students can exchange dialogue using 3 tenses to ask and retrieve information from peers.</p> <p>SW &gt; students continue to self-regulate their extended responses for accuracy and complexity using TOPCAT. Structures become more varied and complex.</p>	<p>Key written piece: <i>Respond to a photo stimulus and related questions</i></p> <p>Reading Assessment. <i>Retrieve key details and language features from an extended text in 3+ tenses.</i></p>

		A revisit all to date + comparatives (plus / moins.. que) Introduce superlatives ( c'est le / la plus / moins...)		
Aut 2	Paris -	<ul style="list-style-type: none"> <li>• talk about the tourist attractions in Paris</li> <li>• talk about what you visited / saw / admired there past tense opinions</li> <li>• include - past tense weather phrases</li> <li>• past tense questioning</li> </ul> <p>TOPCAT</p> <p>T revisit modal verb on peut + infin using range of verbs about tourism introduce the full conjugation of past tense with avoir regular + past participles / then with irregular PPs too</p> <p>O revisit all to date - focus on past tense opinions from autumn 1 give opinions of self and others in past tense with penser &amp; trouver</p> <p>P revisit all to date</p> <p>C use of il fait / il y a with weather phrases (plus il pleut &amp; il neige ). Introduce equivalents in past . Introduce ' alors que / tandis que' to say what different people did. Build up complexity of negative phrases (ne ...que / ne...plus / ne...aucune)</p> <p>A. revisit all to date introduce pittoresque / laide / moche / bondé / peuplé / cher</p>	<p>LRSW. &gt; Students can give and retrieve detailed information about a visit to Paris,</p> <p>LRSW &gt; students can express opinions, preferences about holidays.</p> <p>SW &gt;students continue to self-regulate their extended responses for accuracy and complexity using TOPCAT. Structures become more varied and complex.</p>	<p>Key written piece: <i>Translations :focus on present tense and sequencing.</i></p> <p>Winter exam assessment. <i>Cross topics, reading and listening questions ( KS3 to date) and translations ( food)</i></p>
Spring 1	Holidays	<ul style="list-style-type: none"> <li>• Saying where you went and how</li> <li>• perfect tense with être</li> <li>• past tense questioning with etre verbs</li> </ul> <p>TOPCAT</p>	LRSW> Students create and retrieve information from longer texts which use 3 time frames (including être verbs in the perfect) and more complex structures	Key written piece: Respond to bullet points. 40 / 90 word

		<p><b>T</b> revisit present tense conjugation of être - to support the perfect tense with selected être verbs. Past participle agreement rule with these for feminine and plural.</p> <p><b>O</b> revisit all to date. Continues to give opinions of self and others in the perfect tense.</p> <p><b>P</b> revisit all to date. Start to use some simple pronoun phrases in the perfect tense. m'a amusé / m'a intéressé / m'a fasciné</p> <p><b>C</b> revisit sequencers, 'alors que / tandis que' and sequencing words to narrate in perfect tense.</p> <p><b>A</b> revisit comparatives (plus / moins... que) + superlatives (c'est le plus / le moins...) <b>adapt to use in the perfect tense.</b></p>	<p>SW &gt; students embed their success criteria of TOPCAT but begin to use some complex features in the perfect tense. Some students can make comparative about past/ present and future holidays within a response.</p> <p>SW &gt; students begin to narrate events with some detail in the past tense.</p> <p>LR &gt; students use a wider range of sources including exam past papers to retrieve details, understand opinions and inferred information.</p>	<p>Writing Assessment Translations</p>
Spring 2	Clothes	<ul style="list-style-type: none"> <li>Describe school uniforms and other outfits.</li> <li>Talk about what you wear/ are going to wear / did wear for different occasions</li> </ul> <p>TOPCAT</p> <p><b>T</b> revisit and practise present tense with 'porter', revisit the near future and perfect tense with 'er' verbs - porter/ preferer / penser</p> <p>Revisit simple conditional je voudrais + porter</p> <p>Introduce full conditional conjugations of vouloir + ER verbs 'porter' 'essayer')</p> <p><b>O</b> revisit grammatical accuracy of plural opinions and adjectival agreement. Revisit giving others' opinions. Introduce ' ce que j'aime le plus / le moins est...</p>	<p>LS &gt; students can exchange dialogue using real life scenarios of shopping for clothes, requesting and understanding specific details about requirements.</p> <p>SW &gt; students continue to self-regulate their extended responses for accuracy and complexity using TOPCAT. Structures become more varied and complex.</p>	<p>Key written piece: <i>Respond in writing to a photo stimulus and associated questions (3 tenses)</i></p> <p>Speaking Assessment <i>General conversation. 3 questions.</i></p>

		<p>P embed all to date plus introduce direct object pronouns le / la / les with porter / trouver / essayer</p> <p>C introduce il faut porter / on doit + infinitive. introduce 'on peut' / il est interdit de porter. Further connectives eg. d'un part / d'autre part / d'un côté / d'autre côté . Revisit frequency phrases.</p> <p>A revisit comparatives and superlatives colours introduce topic specific adjectives - branché / à la mode / démodé / élégante / chic / laid / moche / étroit/ uni / hors de prix (cher) / soldé</p>		
Summer	House and home	<ul style="list-style-type: none"> <li>• talk about where you live</li> <li>• describe rooms in the house</li> <li>• describe furniture</li> <li>• French festivals. La Carnaval de Nice - La Revolution Français / le 14 juillet</li> </ul> <p>TOPCAT</p> <p>T Revisit all tense forms in both new and familiar contexts ( aller / faire etc) to talk about celebrations / festivals. Introduce the IMPERFECT tense with la ou j'habite - where you used to live consolidate with familiar ER verbs</p> <p>O revisit all to date. .TIF Some students may use ce qui m'amuse / m'énerve le plus est</p> <p>P revisit all to date. Revisit direct object pronouns ( je le/la trouve / je les déteste)</p> <p>Introduce some more complex pronoun phrases in the perfect tense using including irreg PPs ie. m'a plu / m'a rendu content triste</p>	<p>By the end of yr 9 most students are able to:</p> <p>-recognise and employ at least 3 different tense forms: present * être en train de - perfect with voir - perfect with être - * imperfect - near future - * conditional. (*= not all students will master the additional tense forms) This may include secure use of some irregular verbs. Some students may need continued support for success.</p> <p>-independently self-regulate their success when creating extended responses using TOPCAT. They proofread and edit their own work and can discuss the merits of responses with peers and share strategies for progress</p> <p>R L &gt; most students can retrieve information from varied sources, which are longer in length and more complex in linguistic content. In listening,</p>	<p>SUMMER EXAM . <i>Reading Listening and Writing exam style questions. cross contexts.</i></p> <p>Key written task: <i>Respond to role play and photocard. House and home</i></p> <p>Listening and Reading Assessment. <i>House and Home</i></p>

		<p>C revisit prepositions colours / drill adjective agreements Introduce ALL possessive articles.  A revisit comparatives and superlatives  introduce BRAGS: adjectives that precede the noun.</p>	<p>some students may retrieve details from native speakers speaking at a near normal speed. Students extract details, opinions, inferences from texts.</p> <p>R L&gt; students use metacognitive strategies (DARTS/ skim /scan) to deal with unfamiliar vocabulary. They understand that they do not need to translate every word to understand key messages but also are learning to read more closely to address red herrings and ambiguities.</p> <p>W&gt; students apply a range of grammatical rules and patterns to their own work which is increasingly accurate ( tense patterns / word order / adjectival rules/ pronoun phrases ) They can translate longer, more complex sentences/ short texts into and from the target language.</p> <p>S W &gt; students extend their own responses by adding details which often comes from previous topic content.</p> <p>S.&gt; Students are equipped to give short, unprepared, spontaneous responses on familiar topics. Students can also memorise longer responses. Students are beginning to speak with good fluency and some intonation. Pronunciation is generally accurate</p>	

## Curriculum Map Year 9: MFL Spanish



### **Intent VISION**

Our department's vision is to develop our students skills and confidence to consider themselves **global citizens** who belong to a **multicultural world**. We aim to cultivate our students' **curiosity of other countries' culture and language**.

We aim to **empower our students with the cognitive skills and metacognitive strategies** which make them successful and resilient learners and which give them a **competitive edge** in future careers.

### **INTENT**

Our intent is to provide Sale High students with a **breadth and depth of knowledge** that promotes **cultural awareness and communication skills to access the wider world**.

Creating learners that are **resilient**, open-minded language detectives **empowered** to demonstrate skills in reading, listening, writing, translation and speaking another language.

### **Why I study a modern language?**

- It makes me a better learner
- It opens doors to a better future
- It makes me a global citizen

### **Cultural capital/enrichment**

Cultural focus on SEVILLE: During the Autumn term, students will use Seville as the context to discuss holidays and tourism.

La Tomatina, Semana Santa and San Fermin projects: Students are encouraged to research the significance of such festivals and collate a piece of project work.

Languages XP: Undergraduates from Manchester University offer a 4 week taster course in another language to our most able students in the Spring term.

Languages in the workplace: Students have opportunities to take part in careers talks, webinars or live events, which promote the need of languages in the workplace. Hosts include Alliance Française, GCHQ and local employer, DA languages.

National Languages Competition: Students can take part in this language competition, hosted by the GCHQ and try to win a trip to the Cheltenham Head Quarters.

Inter-house Competition: In the Summer term, students compete in the MFL Crackerjack competition and test their knowledge about European facts, culture and languages.



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Half term	Topic	Key knowledge	Key skills I will learn in this topic: <i>L= Listening skills</i> <i>S= Speaking skills</i> <i>R= Reading skills</i> <i>W= Written skills</i>  <b>AVOW</b> ( <i>Adjectives, Verbs, Order of Words</i> ) refers to students' self-regulation for accuracy. <b>TOPCAT</b> is used for self-regulation of linguistic complexity	Assessment opportunities (Summative and formative) Key pieces
Aut 1	Clothes	<ul style="list-style-type: none"> <li>describe uniform and other outfits.</li> <li>talk about you wear/ are going to wear / did wear for different occasions</li> <li>practise shopping for clothes, asking to try on, price, size etc</li> </ul> <p>TOPCAT  <b>T</b> revisit and practice present tense with 'ar/er/ir' verbs, revisit the near future and preterite tense with 'ar' verbs . Introduce simple conditional phrases (preferiría.. Sería...)  <b>O</b> revisit grammatical accuracy of plural opinions and adjectival agreement. Revisit giving others' opinions. Introduce ' lo que más/ menos + me gusta/ me irrita'  <b>P</b> use all indirect object pronouns to express others/ opinions. Introduce ' me</p>	<ul style="list-style-type: none"> <li>LRSW. &gt; Students can give and retrieve detailed information about what they or others wear in 3 tenses,</li> <li>LRSW &gt; students can express opinions, preferences and comparisons about clothes/outfits</li> <li>LS &gt; students can exchange dialogue using real life scenarios of shopping for clothes, requesting and understanding specific details about requirements.</li> <li>SW&gt;students continue to self-regulate their extended responses for accuracy and complexity using TOPCAT. Structures become more varied and complex.</li> </ul>	<p>Key written task: <i>Respond to photo stimulus and related questions</i></p> <p>Reading Assessment. <i>Retrieve key details and language features from an extended text in 3+ tenses.</i></p>

		<p>hace ( feliz)' Introduce direct object pronoun ( lo/la/los/las puedo probar?)</p> <p>C revisit 'tengo que' 'suelo + infinitive introduce 'puedo + inf. Further connectives eg. Por otro lado . Revisit frequency phrases.</p> <p>A revisit comparatives (más.. que) and 'tan'. Introduce superlatives ( es lo más..)</p>		
Aut 2	Holidays	<ul style="list-style-type: none"> <li>• talk about holidays</li> <li>• talk about the tourist attractions in holiday destinations</li> <li>• talk about where you go on holiday, how you travel and who you travel with</li> <li>• talk about activities that you do on holiday ( includes weather)</li> </ul> <p>TOPCAT</p> <p>T a focus on present tense (although opportunities are given to revisit near future and preterite) with a wide range of verbs including irregulars 'ir' and 'hacer'.</p> <p>O revisit all to date</p> <p>P revisit all to date</p> <p>C revisit tengo que/suelo /puedo + infinitive. Introduce 'quiero + infinitive ' . Introduce ' mientras que' to say what different people do, and sequencing words to narrate in present tense.</p> <p>A revisit comparatives (más.. que) and 'tan' + superlatives ( es lo más...)</p>	<ul style="list-style-type: none"> <li>• LRSW. &gt; Students can give and retrieve detailed information about holiday destinations, activities and plans. They begin to write extended narratives.</li> <li>• LRSW &gt; students can express opinions, preferences about holidays.</li> <li>• SW &gt;students continue to self-regulate their extended responses for accuracy and complexity using TOPCAT. Structures become more varied and complex.</li> </ul>	<p>Key written piece&gt; translations- focus on present tense and sequencing.</p> <p>Winter exam assessment. Cross topics, reading and listening questions ( KS3 to date) and translations (food)</p>
Spring 1	Past holidays	<ul style="list-style-type: none"> <li>• Talk about past holidays</li> </ul> <p>TOPCAT</p>	<ul style="list-style-type: none"> <li>• LRSW &gt; Students create and retrieve information from longer</li> </ul>	<p>Key written piece: Respond to a photocard. Describe a photo and</p>

		<p><b>T</b> a focus on embedding <b>preterite tense</b> (revisit present and future) with a wide range of verbs including irregulars 'ir', 'hacer', 'querer' and 'tener. Students learn the present continuous tense describe what is happening in a photo.</p> <p><b>O</b> revisit all to date. Give opinions of self and others in the Preterite tense.</p> <p><b>P</b> revisit all to date. Use pronoun phrases in the preterite tense.</p> <p><b>C</b> revisit <b>tengo que/suelo/puedo/quiero + infinitive</b> Use these structures in the preterite tense. Use 'mientras que' to say what different people did and sequencing words to <b>narrate in Preterite tense</b></p> <p>. A revisit comparatives (más.. que) and 'tan' + superlatives ( es lo más...) <b>in the preterite tense.</b></p>	<p>texts which use 3 time frames and more complex structures</p> <ul style="list-style-type: none"> <li>• SW&gt; students embed their success criteria of TOPCAT but begin to use complex features in the preterite tense. Some students can make comparatives about past/ present and future holidays within a response.</li> <li>• SW&gt; students begin to narrate events with some detail in the past tense.</li> <li>• LR &gt; students use a wider range of sources including exam past papers to retrieve details understand opinions, and infer information.</li> </ul>	<p><i>respond to associated questions in 3 tenses.</i></p> <p>Reading and Listening Assessment <i>Topic of holiday from past paper exam ( foundation) questions</i></p>
Spring 2	Going out	<ul style="list-style-type: none"> <li>• making arrangements to go out</li> <li>• Talk about film and YV preferences</li> </ul> <p>TOPCAT</p> <p><b>T</b> a focus on interrogatives ( 2nd person present)</p> <p><b>O</b> revisit all to date. Focus on plurals and comparatives/ superlatives.</p> <p><b>P</b> revisit all to date. Use pronoun phrases in 2 tenses</p> <p><b>C</b> revisit synonyms for basic conjunctions.</p> <p>A revisit comparatives (más.. que) and 'tan' + superlatives ( es lo más...) <b>and quantifiers.</b></p>	<ul style="list-style-type: none"> <li>• S&gt;students perform dialogues at near normal speed with good pronunciation and some intonation. Students practice short, spontaneous responses.</li> <li>• W &gt;most students use grammatical patterns accurately to give opinions in the plural</li> <li>• SW &gt;opinions are well justified and varied</li> </ul>	<p>Key written piece: . <i>Respond to photo and associated questions and 2 unseen questions spontaneously ( 3 tenses)</i></p> <p>Writing Assessment. <i>Translations and verb conjugations. ( TV and film)</i></p>

<p>Summer</p>	<p>Body and health</p>	<ul style="list-style-type: none"> <li>• Talk about the body and health</li> <li>• Discuss food and healthy lifestyle</li> <li>• Spanish festival. Spotlight on Tomatina/ San Fermín</li> </ul> <p>TOPCAT</p> <p><b>T</b> Revisit all tense forms in both new and familiar contexts ( food/ sport etc) to talk about healthy lifestyle. Introduce 'tener' idioms ( frío / calor/ hambre /sed/ sueño / dolor). * Most able students learn the present continuous tense describe what is happening in a photo. Introduce the IMPERFECT tense to say what you used to eat /do to be healthy.</p> <p><b>O</b> revisit all to date. .</p> <p><b>P</b> revisit all to date. Use pronoun phrases in the preterite tense. Introduce ' me duele / me siento / me ayuda / me obliga. Revist direct object pronouns ( lo odio / la adoro)</p> <p><b>C</b> revisit tengo que + inf 'suelo + inf' 'puedo + inf' 'quiero + inf ' also in the preterite tense. Introduce imperfect ( solía / podía ) Introduce present tense + ' desde hace '</p> <p><b>A</b> revisit comparatives (más.. que) and 'tan' + superlatives ( es lo más...) in the preterite tenses</p>	<p>By the end of year 9 most students are able to</p> <ul style="list-style-type: none"> <li>• Recognise and employ at least 3 different tense forms: present - * present continuous - preterite - * imperfect - near future - * conditional. (*= not all students will master the additional tense forms) This may include secure use of some irregular verbs. Some students may need continued support for success.</li> <li>• Students self-regulate their success when creating extended responses using TOPCAT. They proofread and edit their own work and can discuss the merits of responses with peers and share strategies for progress.</li> <li>• R L&gt;students can retrieve information from varied sources, which are longer in length and more complex in linguistic content. In listening, they retrieve details from native speakers speaking at a near normal speed. Students extract details, opinions, inferences from texts.</li> <li>• R L &gt;students use metacognitive strategies ( DARTS/ skim /scan) to deal with unfamiliar vocabulary. They understand</li> </ul>	<p>SUMMER EXAM . <i>Reading. Listening Writing cross contexts.</i></p> <p>Key written piece: <i>Respond to role-play and photocard. Healthy living</i></p> <p>. Listening and reading assessment <i>Healthy living</i></p>
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			<p>that they do not need to translate every word to understand key messages but also are learning to read more closely to address red herrings and ambiguities</p> <ul style="list-style-type: none"><li>• W&gt; students apply a range of grammatical rules and patterns to their own work which is increasingly accurate. They can translate longer, more complex sentences/ short texts into and from the target language.</li><li>• S W&gt;students extend their own responses by adding details which often comes from previous topic content.</li><li>• S.&gt; students are equipped to give short, spontaneous responses on familiar topics. They memorise longer responses. Students are beginning to speak with good fluency and some intonation. Pronunciation is generally accurate.</li></ul>	
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## Curriculum Map Year 9: Physical Education



**Intent:** In year 9 students continue to take part in a broad range of activities looking at: team games and individual activities, looking to build on and consolidate skills learnt in year 7 and year 8. The lessons involve more game play and looking at specific scenarios aimed at developing knowledge of different tactics, styles and ways to outwit opponents. Much more ownership is given to the students in year 9, to encourage organisation and leadership skills.

Throughout the year students continue to develop their knowledge and understanding in highlighted areas from the GCSE syllabus. This will be beneficial as the students will gain knowledge about exam PE before selecting their options in year 9.

### **Why I study Physical Education?**

### **Cultural capital/enrichment**

- lunchtime and after school extra-curricular programme
- School teams and fixtures as part of the many Trafford Schools Leagues
- Inter-house competitions
- KS3 visit opportunity to the Manchester Institute of Health
- Coaching from Sale FC with links to Trafford Rugby

Block 1	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Football	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p> <p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Wing play</p> <p>Playing through midfield</p> <p>Press / Pass and move</p> <p>Switching play</p> <p>Implementation of skills into games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and</p>
	Basketball	<p>This will involve accurate application</p> <p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p>	<p>Passing</p> <p>Dribbling</p> <p>Movement</p> <p>Shooting</p> <p>Half-court defence</p> <p>Effective movement around the key</p> <p>Implementation of skills into games</p>	
	Rugby	<p>Outwitting opponents</p> <p>Developing tactical awareness</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p>	<p>Grip and carry</p> <p>Ball handling</p> <p>Receiving and releasing</p> <p>Tackling</p> <p>Rucks</p> <p>Mauls</p> <p>Line-outs</p> <p>Switch/scissor pass</p> <p>Implementation of skills into games</p>	

		<ul style="list-style-type: none"> <li>Names of major muscles</li> <li>Components of fitness</li> <li>Movement and muscle contractions</li> </ul>		who take part in extra-curricular activities
Block 1 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Netball	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Footwork</p> <p>Passing</p> <p>Dribbling</p> <p>Movement</p> <p>Shooting</p> <p>Implementation of skills into games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help</p>
	OAA	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>Teamwork</p> <p>Map reading</p> <p>Compass work</p> <p>Problem solving</p> <p>Planning</p> <p>Designing routes</p> <p>Setting challenges</p>	
	HRF	<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p>	<p>CV endurance</p> <p>Speed</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Agility</p> <p>Power</p> <p>Training methods</p> <p>Fitness testing</p> <p>Heart Rate calculations</p>	
	Football	<p>Working independently and in small groups</p>	<p>Ball mastery</p> <p>Receiving and releasing</p>	



		<p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> <li>Names of major muscles</li> <li>Components of fitness</li> <li>Movement and muscle contractions</li> </ul>	<p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Implementation of skills into games</p>	<p>others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 2 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	OAA	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Teamwork</p> <p>Map reading</p> <p>Compass work</p> <p>Problem solving</p> <p>Planning</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full</p>
	HRF	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p> <p>Making and applying decisions</p>	<p>CV endurance</p> <p>Speed</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Agility</p> <p>Power</p> <p>Training methods</p> <p>Fitness testing</p> <p>HR calculations</p>	
	Badminton	<p>Evaluating and improving performance</p> <p>Developing skills and performance</p>	<p>Selection of shots</p> <p>Movement around the court</p> <p>Service rules</p> <p>Doubles and singles tactics</p> <p>Front and back v Side by side</p>	

		<p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> <li>Names of major muscles</li> <li>Components of fitness</li> <li>Movement and muscle contractions</li> </ul>	Shot sequences	<p>competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 2 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Tag Rugby	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Grip and carry</p> <p>Ball handling</p> <p>Receiving and releasing</p> <p>Creating and manipulating space</p> <p>Implementation of skills into games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly,</p>
	Football	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p> <p>Making and applying decisions</p> <p>Evaluating and improving performance</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Wing play</p> <p>Playing through midfield</p> <p>Press / Pass and move</p> <p>Switching play</p> <p>Implementation of skills into games</p>	

	Badminton	<p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> <li>• Names of major muscles</li> <li>• Components of fitness</li> <li>• Movement and muscle contractions</li> </ul>	<p>Selection of shots</p> <p>Movement around the court</p> <p>Service rules</p> <p>Doubles and singles tactics</p> <p>Front and back v Side by side</p> <p>Shot sequences</p>	<p>with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 3 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Sprinting</p> <p>Pacing</p> <p>Jumping</p> <p>Throwing</p> <p>Relay technique</p> <p>Lane technique</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p>
	Cricket	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into games</p>	
	Softball		<p>Throwing</p>	

		<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> <li>• Names of major muscles</li> <li>• Components of fitness</li> <li>• Movement and muscle contractions</li> </ul>	<p>Catching with mitt</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Base running and tagging</p> <p>Rules and Regulations</p> <p>Implementation of skills into games</p>	<p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
<b>Block 3 Girls</b>	<b>Topic</b>	<b>Key knowledge</b>	<b>Key skills I will learn in this topic</b>	<b>Assessment opportunities (Summative and formative) Key pieces</b>
	Athletics	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Sprinting</p> <p>Pacing</p> <p>Jumping</p> <p>Throwing</p> <p>Lane technique</p> <p>Relay technique</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of</p>
	Rounders	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p>	

		<p>This will involve accurate application</p> <p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> <li>• Names of major muscles</li> <li>• Components of fitness</li> <li>• Movement and muscle contractions</li> </ul>	<p>Rules and Regulations</p> <p>Implementation of skills into games</p>	<p>fitness, skills and tactics after each activity block.</p>
	Cricket		<p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into games</p>	<p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>

Curriculum Map Year 9: PSHE



**PSHE Intent Statement** - ‘PSHE lessons are designed to help students to prepare for a happy, safe, fulfilling and considerate life in the 21st Century. Students are to be empowered to make well-informed decisions which take into account the needs of others and which support them in becoming healthy, productive and respected members of their community.’

**Cultural capital/enrichment: Cultural capital:**

**Assemblies:** School ethos, anti-bullying week, disability history month, national citizenship, apprenticeship week, revision for exams, growth mindset, British values, respect, vapes, Manchester-a great city, words have power, good manners, conflict resolution

**Student leadership opportunities:** school council, ambassadors, form captain

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities Key pieces
Autumn 1	Violent crime and gambling	Students will learn about challenging risky behaviour including criminal gangs, risks and consequences. Explore knife crime and how to keep safe. Learn about unhealthy relationships and gambling	Identify challenges around appearances from a range of sources. Demonstrate and develop tolerance and how to challenge media ideals and disablist language.	Formative assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment
Autumn 2	Careers	Students will learn about qualifications and pathways are available to them, jobs are available in Manchester and aspirations. What their rights and responsibilities they have in the workplace. Explore pathways (subject choices) options at SHS	Develop critical thinking as part of decision-making. Explain how to make informed decisions about next steps and career choices	

			<p>Learn the value of respect. Organise time and resources, prioritising actions.</p> <p>Presenting a talk or show, or a display. Debate an issue. Communicate their learning relevant for different audiences</p>	
Spring 1	Relationships	<p>Students will learn about relationship abuse, consent, sharing sexual images, managing break ups. LGBT relationships. They will learn about the different STIs and how to protect themselves.</p> <p>Learn the value of respect and tolerance</p> <p>Explain the role of the media and social media in influencing lifestyle choices, the impact of other influences,</p>	<p>Skills to access a range of support and health services, can assess when to get help in different situations and describe how to access relevant services</p> <p>Develop strategies to manage media in influencing choice.</p> <p>Skills to know how to develop and maintain healthy, positive relationships.</p> <p>Develop strategies to manage peer influence and pressure.</p> <p>Assess and manage online risks and evaluate digital media sources</p>	
Spring 2	E safety	<p>Students will learn about becoming a Digital Citizen. Exploring fact and fiction, the internet, fake news and the media in terms of body image.</p>	<p>Develop strategies to manage media in influencing choice.</p> <p>Develop critical thinking as part of decision-making.</p>	
Summer 1	British values: democracy	<p>Students learn about how are laws made in the laws are made, political theories how is democracy different in dictatorship, UK political parties and the election process. Explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community Extremists and the importance of voting</p>	<p>Empathising and understanding how another person feels</p> <p>Debate an issue. Communicate their learning relevant for different audiences</p> <p>Develop self-respect and empathy for others; learning to make informed choices based on an understanding of difference and with an absence of prejudice.</p>	

Summer 2	Financial literacy	Students learn what influences decisions and how to make an informed decision. Saving borrowing and protecting money	Develop skills to effectively budget and find suitable sources of support and information around financial opportunities and risks Develop values and attitudes relating to finance, including debt	
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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 Exploring Science Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the Edexcel 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. Sale Scholars have the opportunity to experience an additional science experiment beyond the Key Stage 3 curriculum.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	9F – Reactivity  9I & J – Forces and motion, force fields and electromagnets.	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.</li> <li>-changes of state in terms of the particle model.</li> <li>-conservation of mass in changes of state and chemical reactions.</li> <li>-energy changes on changes of state (qualitative).</li> </ul> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> <li>-the relationship between average speed, distance and time (speed = distance/ time) and the representation of a journey on a distance–time graph.</li> <li>-relative motion: trains and cars passing one another.</li> <li>-work done and energy changes on deformation.</li> <li>-non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-how to apply mathematical concepts and calculate results.</li> <li>Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places.</li> </ul> <p>Literacy skills: - write material in different styles depending on the purpose and format.</p> <p>Maths skills: calculate results, draw and interpret distance–time graphs, calculate average (mean) speed from</p>	<p>Baseline 30 mark knowledge test.</p> <p>End of topic test I &amp; J – Forces and motion, force fields and electromagnets.</p> <p>Literacy – 6 mark question - Describe the 3 non-contact force fields and give examples.'</p> <p>Spelling bees – 9IJ</p>

		<ul style="list-style-type: none"> <li>-forces as pushes or pulls, arising from the interaction between two objects and using force arrows in diagrams.</li> <li>-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.</li> <li>-forces measured in newtons.</li> <li>-energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change.</li> </ul> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> <li>-comparing the starting and final conditions of a system and describing increases and decreases in the amounts of energy associated.</li> <li>-non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.</li> <li>-electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.</li> <li>-potential difference, measured in volts and resistance, measured in ohms.</li> <li>- magnetic fields by plotting with compass, representation by field lines.</li> <li>-the magnetic effect of a current, electromagnets, D.C. motors.</li> <li>-weight = mass × gravitational field strength (g), on Earth <math>g = 10 \text{ N/kg}</math>.</li> </ul>	a distance– time graph, substitute into formulae	
Autumn 2	<p>Year 9 Biology transition to GCSE (Disease, control systems, testing medicines, ecology)</p> <p>Year 9 Chemistry transition to GCSE (Ions, energy transfers, rates of reaction, chemical equations, standard form, equilibria)</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-how substances are transported into and out of cells through diffusion and osmosis.</li> <li>-the need for exchange surfaces in terms of surface area:volume ratio</li> <li>-Some of the substances transported including: oxygen, carbon dioxide, water, dissolved food molecules, mineral ions and urea.</li> <li>- 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.</li> </ul> <p>-the process of discovery and development of potential new medicines, including preclinical and clinical testing.</p> <ul style="list-style-type: none"> <li>- how the structure of the nervous system is adapted to its functions</li> <li>-describe the principles of hormonal coordination and control by the human endocrine system-</li> <li>-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.</li> </ul> <p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>-describe the arrangement of chemical bonds in ionic compounds, simple molecules, giant covalent structures, polymers and metals.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-how to apply mathematical concepts and calculate results.</li> </ul> <p>Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places.</p> <p>Literacy skills: - write material in different styles depending on the purpose and format.</p> <p>Maths skills: calculate results, use formula to balance equations.</p>	<p>End of topic test from biology transition.</p> <p>Winter Exam – revisit of previous content.</p> <p>Literacy task – 6 mark question - Transition Chemistry - difference between Mendeleev's PT and the modern PT</p> <p>Spelling bees – Transition words Chemistry and Physics</p>

		<ul style="list-style-type: none"> <li>-use chemical symbols to write the formulae of elements and simple covalent and ionic compounds.</li> <li>- the atom has a positively charged nucleus surrounded by negatively charged electrons.</li> <li>- distinguish between endothermic and exothermic reactions on the basis of the temperature change of the</li> <li>- describe the effect of changes in temperature, concentration, and surface area on rate of reaction</li> <li>-that some reactions may be reversed by altering the reaction conditions.</li> <li>-that dynamic equilibrium occurs when the rates of forward and reverse reactions are equal.</li> <li>-use the names and symbols of the first 20 elements to write formulae and balanced chemical equations where appropriate.</li> </ul>		
Spring 1	<p>Year 9 Physics transition to GCSE (Differences, fields. Cause and effect, models, variable and graphs)</p> <p>Biology – Key Concepts (Topic1)</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-how to calculate the changes in energy involved when a system is changed by heating ,in terms of temperature change and specific heat capacity.</li> <li>- to define the term specific heat capacity and distinguish between it and the term specific latent heat.</li> <li>-the characteristics of the magnetic field of a magnet, showing how strength and direction change from one point to another.</li> <li>-how the motion of the molecules in a gas is related both to its temperature and its pressure.</li> </ul> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> <li>- how the sub-cellular structures of eukaryotic and prokaryotic cells are related to their functions</li> <li>-how specialised cells are adapted to their function, including: a sperm cells, egg cells and ciliated epithelial cells.</li> <li>-how changes in microscope technology, including electron microscopy, have enabled us to see cell structures and organelles with more clarity and detail than in the past and increased our understanding of the role of sub-cellular structures.</li> <li>- the relationship between quantitative units in relation to cells,</li> <li>-the mechanism of enzyme action including the active site and enzyme specificity and how enzymes can be denatured due to changes in the shape of the active site.</li> <li>the effects of temperature, substrate concentration and pH on enzyme activity.</li> <li>-the importance of enzymes as biological catalysts in the synthesis of carbohydrates, proteins and lipids and their breakdown into sugars, amino acids and fatty acids and glycerol.</li> <li>-how substances are transported into and out of cells, including by diffusion, osmosis and active transport.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>- to select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.</li> <li>-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.</li> </ul> <p>Literacy skills: answering extended writing GCSE questions.</p> <p>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.</p>	<p>End of topic test from Physics transition.</p> <p>Literacy task – 6 mark question.- Compare and contrast plant and animal cell.</p> <p>Spelling bees – Biology Key concepts</p>

Spring 2	<p>Topic 2 - Biology – Cells and control.</p> <p>Topics 1 and 2 - Chemistry – States of matter, methods of separating and purifying substances START</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-mitosis is part of the cell cycle, including the stages interphase, prophase, metaphase, anaphase and telophase and cytokinesis.</li> <li>- the importance of mitosis in growth, repair and asexual reproduction.</li> <li>-the division of a cell by mitosis as the production of two daughter cells, each with identical sets of chromosomes in the nucleus to the parent cell, and that this results in the formation of two genetically identical diploid body cells.</li> <li>-cancer is the result of changes in cells that lead to uncontrolled cell division.</li> <li>-the importance of cell differentiation in the development of specialised cells.</li> <li>-the use of percentiles charts to monitor growth.</li> <li>-the function of embryonic stem cells, stem cells in animals and meristems in plants.</li> <li>-the structure and function of sensory receptors, sensory neurones, relay neurones in the CNS, motor neurones and synapses in the transmission of electrical impulses, including the axon, dendron, myelin sheath and the role of neurotransmitters.</li> <li>-the structure and function of a reflex arc including sensory, relay and motor neurones.</li> </ul> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> <li>-the arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas.</li> <li>-the names used for the interconversions between the three states of matter and the changes in arrangement, movement and energy of particles during these interconversions.</li> <li>-the physical state of a substance under specified conditions, given suitable data</li> <li>-the difference between a pure substance and a mixture and interpret melting point data to distinguish between pure substances which have a sharp melting point and mixtures which melt over a range of temperatures.</li> <li>-the types of mixtures that can be separated by using the following experimental techniques: a simple distillation b fractional distillation c filtration d crystallisation e paper chromatography</li> </ul> <p>2.8 Describe an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture</p> <ul style="list-style-type: none"> <li>-how waste and ground water can be made potable, including the need for sedimentation, filtration and chlorination and how sea water can be made potable by using distillation.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture</li> <li>Use estimations and explain when they should be used.</li> </ul> <p>Literacy skills: answering extended writing GCSE questions.</p> <p>Maths skills: Use percentiles and calculate percentage gain and loss of mass, translate information between numerical and graphical forms, use a scatter diagram to identify a correlation between two variables, extract and interpret information from graphs, charts and tables, understand and use percentiles.</p>	<p>End of topic test Biology topic 1 and 2</p> <p>End of topic test Chemistry Topics 1 and 2 - Chemistry</p> <p>Knowledge test – 45 marks</p> <p>Literacy – 6 mark question - Separation techniques</p> <p>Spelling bees – Physics – topic 1</p>
Summer 1	<p>Topics 1 and 2 - Chemistry – States of matter, methods of separating and purifying substances –</p>	<p><b>Continued from above (Chemistry)</b></p> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> <li>-how the Dalton model of an atom has changed over time because of the discovery of subatomic particles.</li> <li>-the structure of an atom as a nucleus containing protons and neutrons, surrounded by electrons in shells and the relative charge and relative mass of: a proton, neutron and electron.</li> <li>-why atoms contain equal numbers of protons and electrons.</li> </ul>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture</li> <li>Use estimations and explain when they should be used.</li> </ul>	<p>End of year exam</p> <p>End of topic test – Chemistry Atomic structure and the periodic table</p>

<p>continued from above.</p> <p>Topics 3 &amp; 4 - Chemistry – Atomic Structure and The Periodic Table</p> <p>Topic 1 - Physics – Motion Revision for end of year summer exams - 1 week</p> <p>Topic 2 - Physics – Forces and Motion.</p>	<p>-the meaning of the term mass number of an atom and describe atoms of a given element as having the same number of protons in the nucleus and that this number is unique to that element.</p> <p>-isotopes are different atoms of the same element containing the same number of protons but different numbers of neutrons in their nuclei.</p> <p>-how Mendeleev arranged the elements, known at that time, in a periodic table by using properties of these elements and their compounds and how Mendeleev used his table to predict the existence and properties of some elements not then discovered.</p> <p>-the meaning of atomic number of an element in terms of position in the periodic table and number of protons in the nucleus.</p> <p>-that in the periodic table elements are arranged in order of increasing atomic number, in rows called periods and elements with similar properties are placed in the same vertical columns called groups.</p> <p>-how to Identify elements as metals or non-metals according to their position in the periodic table.</p> <p>- the electronic configurations of the first 20 elements in the periodic table as diagrams and their electron configuration.</p> <p>Pupils will also learn:</p> <p>-that a scalar quantity has magnitude (size) but no specific direction and that a vector quantity has both magnitude (size) and a specific direction.</p> <p>-that velocity is speed in a stated direction and how to use equation (average) speed (metre per second, m/s) = distance (metre, m) ÷ time (s).</p> <p>-how to analyse distance/time graphs including determination of speed from the gradient and recall and use the equation: acceleration (metre per second squared, m/s<sup>2</sup>) = change in velocity (metre per second, m/s) ÷ time taken (second, s) and the equation: (final velocity)<sup>2</sup> ((metre/second)<sup>2</sup>, (m/s)<sup>2</sup>) – (initial velocity)<sup>2</sup> ((metre/second)<sup>2</sup>, (m/s)<sup>2</sup>) = 2 × acceleration (metre per second squared, m/s<sup>2</sup>) × distance (metre, m) <math>v - u = 2 \times a \times x</math></p> <p>-how to analyse velocity/time graphs.</p> <p>-a range of laboratory methods for determining the speeds of objects such as the use of light gates and recall some typical speeds encountered in everyday experience for wind and sound, and for walking, running, cycling and other transportation systems.</p> <p>-the acceleration, g, in free fall is 10 m/s<sup>2</sup>.</p> <p>-Newton’s first law, Newton’s second law and Newton’s third law and how to apply them.</p> <p>-the relationship between the weight of a body and the gravitational field strength</p> <p>-that an object moving in a circular orbit at constant speed has a changing velocity.</p> <p>-that for motion in a circle there must be a resultant force known as a centripetal force that acts towards the centre of the circle.</p>	<p>How to investigate the acceleration, g, in free fall and the magnitudes of everyday accelerations. Investigate conservation of momentum during collisions. Investigate inelastic collisions with the two objects remaining together after the collision and also ‘near’ elastic collisions., Investigate the relationship between mass and weight and Investigate how crumple zones can be used to reduce the forces in collisions.</p> <p>Literacy skills: answering extended writing GCSE questions.</p> <p>Maths Skills: calculations using ratios and proportional reasoning to convert units and to compute rates, relate changes and differences in motion to appropriate distance-time, and velocity-time graphs, and interpret lines and slopes. Interpret enclosed areas in velocity-time graphs, apply formulae relating distance, time and speed, for uniform motion, and for motion with uniform acceleration, and calculate average speed for non-uniform. Calculate the numbers of protons, neutrons and electrons in atoms given the atomic number and mass number, how the existence of isotopes results in relative atomic masses of some elements not being whole numbers and be able to calculate the relative atomic mass of</p>	<p>Literacy task – 6 Mark Question relevant to topic content.</p> <p>Spelling bees – - Chemistry topics 3 and 4</p>
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		<ul style="list-style-type: none"> <li>-inertial mass is a measure of how difficult it is to change the velocity of an object.</li> <li>- how to define momentum and use the equation: momentum (kilogram metre per second, kg m/s) = mass (kilogram, kg) × velocity (metre per second, m/s)</li> <li>- examples of momentum in collisions</li> <li>-methods of measuring human reaction times and recall typical results</li> <li>-that the stopping distance of a vehicle is made up of the sum of the thinking distance and the braking distance and the factors that affect stopping distance.</li> </ul>	<p>an element from the relative masses and abundances of its isotopes.</p>	
Summer 2	<p>Topic 3 - Biology – Genetics</p> <p>Topic 4 – Biology – Natural selection and genetic modification.</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>-the role of meiotic cell division, including the production of four daughter cells, each with half the number of chromosomes, and that this results in the formation of genetically different haploid gametes.</li> <li>- DNA is a polymer made up of: two strands coiled to form a double helix, the strands linked by a series of complementary base pairs joined together by weak hydrogen bonds.</li> <li>-nucleotides that consist of a sugar and phosphate group with one of the four different bases attached to the sugar.</li> <li>-the genome as the entire DNA of an organism and a gene as a section of a DNA molecule that codes for a specific protein.</li> <li>-why there are differences in the inherited characteristics as a result of alleles.</li> <li>-the meaning of key terms: chromosome, gene, allele, dominant, recessive, homozygous, heterozygous, genotype, phenotype, gamete and zygote.</li> <li>-the outcomes of the Human Genome Project and its potential applications within medicine</li> </ul> <p>-Darwin’s theory of evolution by natural selection.</p> <ul style="list-style-type: none"> <li>-the evidence for human evolution, based on fossils</li> <li>-the evidence for human evolution based on stone tools, including: the development of stone tools over time and how these can be dated from their environment</li> <li>-how genetic analysis has led to the suggestion of the three domains rather than the five kingdoms classification method.</li> <li>-selective breeding and its impact on food plants and domesticated animals.</li> <li>- the main stages of genetic engineering including the use of: a restriction enzymes, ligase, sticky ends and vectors.</li> <li>-the benefits and risks of genetic engineering and selective breeding in modern agriculture and medicine, including practical and ethical implications</li> </ul>	<p>Pupils will learn:</p> <p>how DNA can be extracted from fruit and how to use monohybrid inheritance genetic diagrams, Punnett squares and family pedigrees. how to Investigate the variations in a species to illustrate continuous variation and discontinuous variation.</p> <p>Literacy skills: answering extended writing GCSE questions.</p> <p>Maths Skills: Calculate and analyse outcomes (using probabilities, ratios and percentages) from monohybrid crosses and pedigree analysis for dominant and recessive traits and Construct and interpret frequency tables and diagrams, bar charts and histograms.</p>	<p>End of topic test – Biology topics 3 and 4</p> <p>45 Mark Knowledge test</p> <p>Literacy task – 6 mark question - Renewable energy resources</p> <p>Spelling bees – Physics topic 3</p>

## 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
CS Rotation1	<b>9.1 Cyber security</b>  <b>6/8 lessons</b>	<ul style="list-style-type: none"> <li>• How data is collected and stored</li> <li>• What is social engineering and the risks to humans</li> <li>• How and why does hacking happen and looking into the laws</li> <li>• What malicious software / malware can do to a computer</li> <li>• How to protect your network</li> <li>• The effective ways of preventing cyber attacks</li> </ul>	<ul style="list-style-type: none"> <li>• The focus will be on what data companies collect from their users and how they use it.</li> <li>• 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</li> <li>• Explore the concept of hacking and the techniques used by hackers to exploit computer systems.</li> <li>• 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment.</li> <li>• There will also be 2 DIRT assessed written pieces.</li> <li>• 1 DIRT will be a written assessed on 'What are cookies'. The quality of their written communication is assessed as well as their for,</li> </ul>



	<b>9.2 Micro: Bits</b>  <b>6/8 lessons</b>	<ul style="list-style-type: none"> <li>• Describe what a micro: Bit is</li> <li>• What components make up a micro: Bit</li> <li>• Designing prototypes</li> <li>• Design an appropriate physical computer</li> <li>• Create a functioning computer program</li> </ul>	<ul style="list-style-type: none"> <li>• Explore its hardware components, so that they develop an awareness of its capabilities. Execute their own program using Python.</li> <li>• Focus on physical computing</li> <li>• 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</li> <li>• Paired programming, developing ideas, and putting their ideas to the test</li> </ul>	<p>against and conclusion.</p> <ul style="list-style-type: none"> <li>• 1 DIRT assessment will be on a micro:bit proposal for what design they would like to design using code.</li> <li>• 2 Spelling Bees per rotation</li> <li>• Test at the end of rotation</li> </ul>
<b>CS Rotation 2</b>	<b>9.3 World of work</b>  <b>6 lessons</b>	<ul style="list-style-type: none"> <li>• Look into the modern world of work</li> <li>• How can we assist in accessibility on computers</li> <li>• Effective online communication</li> <li>• Cloud computing</li> <li>• Personal networks</li> <li>• Is remote learning the future</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Investigate the tools available for those with visual and hearing impairments by evaluating accessibility tools and design</li> <li>• Prepare learners for the workplace through the evaluation of good communication practice.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment.</li> <li>• There will also be 2 DIRT assessed written pieces.</li> </ul>

			<ul style="list-style-type: none"> <li>• Encourage learners to consider the benefits and drawbacks of working remotely to their physical and mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>• 1 DIRT will be on 'The accident and emergency department of a 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.</li> <li>• 1 DIRT will be on a Blender final animation project where they will use the skills learnt to create a 3D model on computers.</li> <li>• 2 Spelling Bees per rotation</li> <li>• Test at the end of rotation</li> </ul>
	<p><b>9.4 Blender</b> <b>6/8 lessons</b></p>	<ul style="list-style-type: none"> <li>• Animation of 3D objects</li> <li>• How to create an animation</li> <li>• Using different tools to create unique looks</li> <li>• Rendering a video to create a key frame animation</li> <li>• Animation of the future</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be introduced to the basics of making models in Blender: deleting and adding objects; moving, rotating, scaling, and colouring</li> <li>• Cover the basics of key frame animation, the technique behind how 3D digital animations are made</li> <li>• Building more complex modelling techniques that can be used to build realistic-looking models</li> <li>• Covers modelling techniques that are used to make organic/natural-looking models</li> <li>• Look into filming a shot for rendering, lighting etc.</li> <li>• Create a 3-10 second video on blender using the skills learnt previously</li> </ul>	

## Curriculum Map Year 9: Design & Technology



### Intent

Design & Technology teaches students to make informed technological choices, considering its global impact and the influence of cultural, ethical, environmental, political, and economic factors. They learn to innovate using diverse resources, merging traditional and digital technologies to improve the world around them, focusing on creativity and imagination.

The subject integrates disciplines like mathematics, science, engineering, computing, geography, business studies, and art. It offers more than practical skills, providing knowledge about the world's creation and how designed objects assist in daily life, enabling students to solve real problems through product design.

### 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. Emphasizing 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 have the opportunity to participate in extra-curricular clubs with the focus on developing their design, making and problem solving skills. Students are also encouraged to participate in both internal competitions and external ones such as the Design Ventura competition and the V and A innovate challenge. Students also have access to industry experts through external and internal visits.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities
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				(Summative and formative) Key pieces
DT rotation	<p><b>Project: sustainable shipping container design</b></p> <p><b>Project: CAD CAM skills project</b></p> <p>The work of other designers.</p> <p>Advantages of computer aided design and manufacture.</p> <p>CAD CAM in practice.</p> <p>Digital prototyping.</p>	<p>Evaluate and understand the impact that James Dyson, Lonnie Johnson and Zaha Hadid have had on contemporary design.</p> <p>Understand what CAD CAM is and how it is used in the manufacturing process.</p> <p>Understand the advantages and disadvantages of modern manufacturing techniques.</p> <p>Understand the impact CAD CAM will have on the manufacturing industry in the near future.</p> <p>Know how to use CAD and CAM to design and manufacture products.</p> <p>Know who Zaha Hadid is and the influence she had on contemporary architecture.</p>	<p>Be able to analyse the work of others and apply their design principles to design concepts.</p> <p>Be able to explain the applications of CAD CAM in one-off, batch, mass, and continuous production methods. You should also be able to articulate the advantages and disadvantages of CAD CAM in industry and how it will impact manufacturing in the near future.</p> <p>Be proficient in using CAD software such as 2D Design, SketchUp, and Tinkercad for designing products. You should also be capable of manufacturing products using CAM tools like laser cutters and 3D printers. Be able to research the influence that Zaha Hadid has had on modern architecture and integrate her design principles into the development of new architectural designs through sketching and CAD.</p>	<p>Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment.</p> <p>In each rotation students will complete 2 assessed pieces with the opportunity to complete directed improvement reflective time activities.</p> <p><b>sustainable shipping container design key assessed pieces :</b></p> <ul style="list-style-type: none"> <li>• Specification</li> <li>• Final prototype</li> <li>• End of rotation test.</li> </ul> <p><b>CAD CAM key assessed pieces:</b></p> <ul style="list-style-type: none"> <li>• CAD essay questions</li> <li>• Final CAD prototype</li> <li>• End of rotation test.</li> </ul>

	<p>Task Analysis</p> <p>Research</p> <p>Product Analysis</p> <p><b>Materials- Modern Materials</b> Smart Materials Composite Materials</p> <p><b>Manufacturing Processes</b></p> <p>Polymers Metals Woods Papers and Boards</p> <p>- CAD/CAM/CNC</p> <p>Design Specification</p> <p>Design Ideas</p>	<p>All research goes towards informing the design specification and design ideas.</p> <p>Understand the properties and uses of a range of materials including modern materials which then mean students are able to select and use appropriate materials when designing and making.</p> <p>Understand the different manufacturing processes used in industry. Students can then choose the most appropriate manufacturing technique when writing the design specification and making prototypes</p> <p>Understand how to develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations which will then inform design ideas.</p> <p>Be able to develop and communicate design ideas using annotated sketches including CAD which will then inform prototype development.</p>	<p>Be able to analyse and design brief using the 5Ws</p> <p>Be able to analyse existing products using ACCESS FM and prior knowledge to inform a design specification.</p> <p>Be able to describe the properties and uses of a range of materials including modern materials.</p> <p>Be able to describe how products made from a range of materials are manufactured in industry and make decisions about their own products and how they could be manufactured.</p> <p>Be able to write a design specification based on research.</p> <p>Be able to generate a range of design ideas that meets the needs and wants of an identified user. The ideas should reflect what was also stated in the design specification.</p>	
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	<p>Manufacturing Plan</p> <p>Making journal Make – Practical tasks</p> <p>Use of: Sketch Up TinkerCad Laser cutter 3D Printer</p> <p>Evaluation of final product</p> <p>Survey Peer review/feedback</p>	<p>Students will understand how to work safely in the workshop. The manufacturing plan will be used during practical lessons.</p> <p>Be able to select from and use specialist tools, techniques, processes, equipment and machinery when in the workshop including CAD CAM</p> <p>Understand how to test and evaluate, develop and improved designs in future lessons. Iterative design.</p>	<p>Be able to write a plan of make for a product that incorporates health and safety and quality control.</p> <p>Be able to evaluate throughout the design process but also evaluate the final product against the design specification and take into account user feedback.</p>	
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## Curriculum Map Year 8: Food Preparation and Nutrition



### **Intent:**

The Food Preparation and Nutrition curriculum is designed to develop and foster an interest in the love of food that equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. We aim to encourage learners to cook, make informed decisions about food and nutrition, and provide learning opportunities that enable them to acquire knowledge to be able to feed themselves and others nutritiously, now and later in life. Students are also taught about a how a range of factors influence food choice such as culture and religion to increase cultural awareness and foster inclusivity in our multicultural society. The 'hands-on' practical aspects of the course serve to develop our students' life skills and confidence. They learn how to use equipment safely and appropriately and how to select materials or ingredients according to their specific properties and uses.

In this subject the curriculum is planned to allow students to develop and progress within 6 key concepts of disciplinary knowledge; Nutrition & Diet; Science of Food; Where Food Comes From; Factors affecting food choice and Food commodities; Food preparation and cooking. The national curriculum statements provide the framework for these 6 key concepts and is incorporated in the schemes of learning to provide progression.

### **Why I study Food?**

At KS3 we deliver a curriculum that encompasses both practical and theoretical work which together enables students to acquire sound subject knowledge and develop practical skills. The KS3 curriculum is designed so that in each year they learn about: the food commodities; food provenance; principles of nutrition; diet and good health; the science of food, as well as cooking and food preparation. As they progress through KS3 food these principle areas are progressively built upon and applied to enable students to make wise food choices and safely prepare and cook a range of predominantly savoury products.

At KS4 our students follow the Eduqas GCSE course in Food Preparation and Nutrition which further develops and challenges students' practical skills whilst deepening their knowledge of those key areas introduced at KS3. The KS4 curriculum prepares pupils for further education either studying the subject at A level or pursuing a vocational pathway.

I learn Food Technology because:

- it equips me with important skills for life.
- it allows me to make healthy choices for myself and others now and later in life.
- it empowers me to make informed decisions about food and nutrition.

### Cultural capital/enrichment

Our carefully structured Food curriculum provides opportunities that are additional to the National Curriculum. Food Preparation and Nutrition helps to build cultural capital through exposure to life-skills. Our curriculum itself enables and nurtures a love of cooking and an understanding why this is an important aspect of becoming well rounded healthy adults. Students develop a range of skills required for their future working life.

We offer the 'Young Chef Club', which gives the students the opportunity outside the classroom to: to advance their knowledge and skills as well as increase interests, learn social cues and practice social skills

We teamed up with KS4 MFL to take students on a trip to France to give students the opportunity to experience other foods and culture outside of the classroom.

Students take part in baking competitions in school such as future chefs to encourage teamwork, build confidence enhance students' performance and motivation.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Technology rotation	<p><b>Factors influencing people food Choices</b></p> <p><b>Introduction to research and data analysis</b></p> <p><b>Nutritional needs of teenagers and one other age group</b></p>	<p>* Awareness of the range of factors that influence food choices, including: enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture.</p> <p>*Know how the choices that people make about certain foods can be influenced by religion, culture, ethical belief, medical reasons or personal Choices.</p> <p>*Develop some of the research skills needed for KS4 NEA tasks.</p> <p>*Understand how two life-stages our nutritional needs: teenagers and one other</p>	<p>Be able to evaluate how different factors including culture and lifestyle changes influence people's food choice.</p> <p>Be able to gather research from different sources and draw conclusions from their findings.</p> <p>Be able to evaluate using these key nutrients(protein, carbohydrates, fats, vitamins A, B</p>	<p>Assessment opportunities are provided through:</p> <ul style="list-style-type: none"> <li>*Hands down questioning</li> <li>*Discussions</li> <li>*Brain storming</li> <li>*Quizzes</li> <li>*Verbal feedback for written and practical work</li> <li>*Self and peer assessment for written and practical work</li> <li>*Two assessment pieces with</li> <li>*DIRT marking opportunities.</li> </ul> <p>*End of rotation test.</p>



	<p><b>Vegetarianism</b></p> <p><b>Macro-Nutrients</b></p> <p><b>Energy and Energy Balance</b></p>	<p>from here: toddlers, early, middle and late adulthood.</p> <p>*Awareness of how individuals with a vegetarian lifestyle needs to take care in their selection of foods to meet their nutritional needs (Linked to teenager's needs)</p> <p>Develop a more detailed understanding of :</p> <p>*protein: to include essential amino-acids (make up and complementation).</p> <p>*fats: saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids (included more on the effects of over consumption)</p> <p>*carbohydrates: monosaccharides, disaccharides and polysaccharides ( Understanding Starches, Sugars and Dietary fibre as the three main groups of carbohydrates)</p> <p>* Understand the role of each of these in the diet.</p> <p>*Identify how energy requirement change due to age, life style and gender.</p> <p>* Know basal metabolic rate (BMR), physical activity level, (PAL) and their importance in determining energy requirements</p>	<p>group, C, D, calcium and iron) using mind maps to summarise the nutritional needs of 2 age groups.</p> <p>Be able to discuss why people become vegetarians and how vegetarians can maintain a healthy diet.</p> <p>Be able to define macronutrients and micronutrients in relation to human nutrition.</p> <p>Be able to identify in detail the types, sources and functions of each macro nutrients including the effect of over consumption.</p> <p>Be able to explain basal metabolic rate (BMR), Body mass index (BMI), estimated average requirements (EAR) and physical activity level (PAL) and their importance in determining energy requirements.</p> <p>Be able to carry out nutritional analysis using their understanding of the nutritional needs of one age group, energy needs sources and functions of some key macro and micro nutrients.</p>	
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	<p><b>Food Science- Starch and Protein</b></p> <p><b>Preparation and cooking techniques</b></p> <p><b>Evaluating</b></p>	<p>*Understand the effect of dry and moist heat on starch (gelatinisation and dextrinization)          *Know what happens to protein when heated and agitated (eggs)</p> <p><u>Preparing and cooking foods : International and British cuisine:</u>          Chicken Fajitas, Pasta bake, Swiss roll, Cottage pie, Jamaican Patties/ Sausage roles, ,Risotto, Fresh pasta, Pasta sauce, Chinese dumplings, Victoria sponge</p> <p>*Become competent in using a broader range of cooking techniques:, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</p> <p>evaluating dishes made using sensory descriptors ; reflecting on their overall performance and the nutritional content</p>	<p>Be able to apply their understanding of gelatinisation and the effect and of heat and agitation on protein when making of starch-based sauces and meringues.</p> <p>Be able to prepare and make a broader range of dishes from different cultures to produce good quality outcomes.</p> <p>Be able to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.</p> <p>Be able to manage the time effectively when making single dishes and meals.</p> <p>Be able to work independently: make own judgements, e.g. cooking time, manipulating taste, texture and appearance when cooking.</p> <p>Be able to use sensory descriptors and appropriately and correctly when evaluating dishes made.          Be able to evaluate a dish based on its nutritional benefits.          Be able to adapt and use their own recipes to meet a range of dietary needs and life stages.</p>	
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