



Intent:

Our Year 9 Art curriculum is centered around the captivating theme of "Sea Life," offering students a dynamic and immersive artistic journey that nurtures both creativity and critical thinking. This comprehensive program aims to refine students' observational drawing skills, deepen their understanding of artists like Andrea Joseph and Jason Scarpace, and empower them to express their artistic visions through a wide range of materials.

Students will enhance their observational skills by studying the intricate forms and textures of marine life, a foundational technique for achieving artistic precision. By analysing the works of artists such as Andrea Joseph and Jason Scarpace, students will explore various artistic techniques, styles, and themes, gaining valuable insights that inspire their own interpretations.

The curriculum encourages students to experiment with diverse artistic media, including collage, wax resist, sculpture, and watercolour, offering a rich palette of creative tools. They will work across multiple scales, from small, detailed studies to larger, more expressive pieces, fostering adaptability and versatility in their practice.

Mastery of colour theory and technique is a key focus, with students learning to manipulate colour in their sea life projects—whether through the vibrant hues of watercolours or the textured depth of wax resist. Additionally, students will cultivate an appreciation for the environmental significance of sea life, understanding how art can raise awareness and inspire 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

Students will gain valuable cultural capital through their exploration of marine environments. A key highlight is a visit to the local aquarium, offering both inspiration and education. Here, students encounter a wide range of marine species, from vibrant fish to deep-sea creatures, broadening their understanding of biodiversity and fostering a greater appreciation for it.

The trip also highlights critical environmental issues like ocean conservation, making students more aware of the need to protect marine ecosystems. This awareness becomes a key part of their cultural capital, promoting responsible environmental stewardship.

Students further develop photography skills by capturing marine life in its natural or simulated habitats, honing their understanding of composition, lighting, and visual representation. This experience deepens their connection to marine biology, underwater exploration, and the art world, broadening their perspective on the interplay between science, art, and nature.

Overall, studying sea life equips students with multidisciplinary insights—spanning scientific knowledge, environmental awareness, and photography skills—that enrich their artistic practice, foster responsible citizenship, and engage them with contemporary global issues.

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, scumbling and stippling.

1. **Observational Drawing Skills:** Developing advanced observational drawing skills to closely observe and accurately depict the intricate details and characteristics of sea life subjects.
2. **Precision and Attention to Detail:** Learning to work with meticulous precision, capturing every minute detail of the subjects, from the texture of shells to the intricate patterns of marine creatures.
3. **Understanding Formal Elements:** Gaining a deep understanding of the formal elements of art, including line, shape, form, texture, and pattern, and how to use them effectively in their drawings.
4. **Composition and Design:** Exploring different compositional techniques to create visually engaging and balanced artworks that effectively convey the beauty and complexity of sea life.
5. **Use of Line and Contour:** Mastering the use of line work and contour drawing to define the shapes and contours of sea life subjects, 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>12. Critique and Feedback: Learning to give and receive constructive criticism to improve their own artwork and the artwork of their peers.</p> <p>13. Time Management: Managing their time effectively to meet project deadlines and achieve the desired level of detail and complexity in their sea life artwork.</p> <p>14. Presentation and Display: 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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SUMMER

Experimentation and development of ideas

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 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
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Aut	9.1 Cyber security	<ul style="list-style-type: none"> • How data is collected and stored • What is social engineering and the risks to humans • How and why does hacking happen and looking into the laws • What malicious software / malware can do to a computer • How to protect your network • The effective ways of preventing cyber attacks 	<ul style="list-style-type: none"> • The focus will be on what data companies collect from their users and how they use it. • They will become aware of how humans can be a weak point in the system, as well as looking at the social engineering tactics deployed by cybercriminals to dupe users into giving away data that could lead to further crime • Explore the concept of hacking and the techniques used by hackers to exploit computer systems. • Identify malware and the different categories, as well as understanding how they work and the potential damage they can do. They will focus on the technical side than on prevention methods • They will develop their understanding of the risks that cyber threats pose to a network, followed by an exploration of some of the more common methods of defending a network against attacks, such as firewalls and anti-malware. 	<ul style="list-style-type: none"> • Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. • There will also be 2 DIRT assessed written pieces. • 1 DIRT will be a written assessed on 'What are cookies'. The quality of their written communication is assessed as well as their for, against and conclusion.
Spring	9.2 Micro: Bits	<ul style="list-style-type: none"> • Describe what a micro: Bit is • What components make up a micro: Bit • Designing prototypes • Design an appropriate physical computer • Create a functioning computer program 	<ul style="list-style-type: none"> • Explore its hardware components, so that they develop an awareness of its capabilities. Execute their own program using Python. • Focus on physical computing • Learners will look at examples of using the micro:bit's General-Purpose Input Output (GPIO) pins to connect it to external hardware components, such as switches, speakers, and LEDs • Paired programming, developing ideas, and putting their ideas to the test 	<ul style="list-style-type: none"> • 1 DIRT assessment will be on a micro:bit proposal for what design they would like to design using code. • 2 Spelling Bees per rotation

				<ul style="list-style-type: none"> • Test at the end of rotation
Sum	9.3 World of work	<ul style="list-style-type: none"> • Look into the modern world of work • How can we assist in accessibility on computers • Effective online communication • Cloud computing • Personal networks • Is remote learning the future 	<ul style="list-style-type: none"> • an overview of traditional and modern work practices; how flexibility is achieved through 24/7/365 availability; and how modern technology facilitates inclusivity and accessibility for all stakeholders • Investigate the tools available for those with visual and hearing impairments by evaluating accessibility tools and design • Prepare learners for the workplace through the evaluation of good communication practice. • Build on knowledge about the different services offered by providers of cloud computing and look at how they may or may not be an advantage to business. • Encourage learners to consider the benefits and drawbacks of working remotely to their physical and mental well-being 	<ul style="list-style-type: none"> • Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. • There will also be 2 DIRT assessed written pieces. • 1 DIRT will be on 'The accident and emergency department of a hospital uses a computer system to decide the order in which patients are treated.' The quality of their written
	9.4 Blender	<ul style="list-style-type: none"> • Animation of 3D objects • How to create an animation • Using different tools to create unique looks • Rendering a video to create a key frame animation 	<ul style="list-style-type: none"> • Learners will be introduced to the basics of making models in Blender: deleting and adding objects; moving, rotating, scaling, and colouring • Cover the basics of key frame animation, the technique behind how 3D digital animations are made 	

		<ul style="list-style-type: none">• Animation of the future	<ul style="list-style-type: none">• Building more complex modelling techniques that can be used to build realistic-looking models• Covers modelling techniques that are used to make organic/natural-looking models• Look into filming a shot for rendering, lighting etc.• Create a 3-10 second video on blender using the skills learnt previously	<p>communication is assessed as well as their for, against and conclusion.</p> <ul style="list-style-type: none">• 1 DIRT will be on a Blender final animation project were the will use the skills learnt to create a 3D model on computers.• 2 Spelling Bees per rotation• Test at the end of rotation
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Curriculum Map Year 9: Drama



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, 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 containing either a written, devised or scripted aspect that prepares them for GCSE and beyond. Topics are chosen to develop creativity and 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, crucial skills for life beyond Sale High School. Students develop knowledge of theatrical styles, script writing, vocal skills and physical skills to build confidence and enhance communication skills and literacy skills. Students implement, improve and transfer these skills through a variety of context, 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
- Observing different types of theatre from different time periods and countries
- Writing for particular audiences, considering the emotions/experiences of the character they are portraying
- Working with challenging topics in order to expand their understanding of 'real' issues, including mental health issues and peer pressure
- Participating in our Extra-curricular drama company 'Platinum Stars' (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)

-Participating in the whole school production allows students to experience performing in a theatre, to 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 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>Analyse the plot and characters of the play "DNA," improving their comprehension of dramatic narratives and character development.</p> <p>Be able to state the names for areas on the stage and how this effects blocking and the way objects are arranged on stage.</p> <p>Recognise various types of theatre lighting, its functions, and its impact on performance.</p> <p>Identify different stage configurations and give positive and negative reasons for to using each one.</p> <p>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 will include a range of explorative strategies.</p>	<p>Analyse the plot and characters of the play "Blood Brothers", improving their comprehension of dramatic narratives and character development.</p> <p>Learn how to use explorative strategies to develop and enhance a performance</p> <p>Effectively apply role play, narration, hot-seating, still image, and marking the moment as performance techniques in a theatrical context.</p> <p>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 & 9.</p>
SPRING 1	Scriptwriting and Devising	<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>Develop a stimulus from 'page to stage' using their own ideas.</p> <p>Develop 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>Format a script, adhering to industry-standard scriptwriting conventions, including proper formatting of dialogue, stage directions, and character names.</p> <p>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>

<p style="text-align: center;">SPRING 2</p>	<p style="text-align: center;">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>Students will explore the role and purpose of costumes and identify the effects of different costumes in Hamilton, evaluating their effectiveness.</p> <p>Students will explore the role and purpose of an ensemble and identify how the ensemble work together using movement</p> <p>Students will understand how to create their own piece of ensemble theatre as a class</p> <p>Understand the purpose of a Live Theatre Review, exploring sentence structures and selecting and using appropriate terminology</p> <p>Understand how to plan and structure a Live Theatre Review</p>	<p>Analyse the plot and characters of the musical "Hamilton" improving their comprehension of dramatic narratives and character development.</p> <p>Understand, in more depth, the various roles and responsibilities within a theatre production, including actors, directors, designers, and technicians.</p> <p>Create appropriate costume designs for a character considering material, colour and condition.</p> <p>Recognise various types of theatre lighting and apply these to an appropriate design.</p> <p>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>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>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 understand the themes of 'The Curious Incident of the Dog in the Night Time.'</p> <p>To understand the difference between Naturalistic and Non-naturalistic theatre.</p> <p>To have a basic understanding of the non-naturalistic technique 'narration' and understand its purpose in the play.</p> <p>To understand the meaning of Physical Theatre and apply it to an extract of the play.</p> <p>To understand how and why Physical Theatre is used as a non-naturalistic technique in the National Theatre's production of the play.</p> <p>To explore the use of placards as a non-naturalistic technique.</p> <p>To understand the value of Brecht's alienation technique of coming out of character.</p> <p>Know how to evaluate the use of non-naturalistic techniques in 'The Curious Incident of the Dog in the Night Time.'</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>Develop the skill of exploring and analysing 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>Differentiate between naturalistic and non-naturalistic theatre styles.</p> <p>Apply the non-naturalistic technique of narration in their performances, clearly demonstrating how it is significant in conveying inner thoughts, emotions, and perspectives of characters.</p> <p>Experiment with the concept of physical theatre and its meaning.</p> <p>Incorporate physical theatre into an extract of Curious Incident.</p> <p>Employ placards to communicate essential information and emotions within a performance.</p> <p>Apply multi-role to a performance.</p> <p>Effectively prepare for assessment by practicing and integrating a variety of non-naturalistic techniques into a performance.</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 & 9</p>
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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 can 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 ‘42nd Street’. 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 attend an author workshop. On top of this, year 9 also can take part in a debate club run at lunch time, enabling them to have the opportunity to explore and discuss controversial topics. Finally, in the Great Debate competition finalists will present to the board of governors, invited family and senior staff members.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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Autumn 1	Gothic fiction (Literature-reading skills)	<p><i>Pupils will learn:</i></p> <ul style="list-style-type: none"> • Study important historical information about the key conventions of Gothic fiction including important philosophical and literacy concepts such as the 'sublime' and 'damsel in distress' • They will learn high level vocabulary to analyse the texts as well explore their etymology (origin of words) • Pupils will learn about the different writers, what their lives were like and what inspired them to write the stories. • Pupils will also explore different Gothic settings and themes that are incorporated within the stories. • A range of different extracts from Gothic novels are explored to allow pupils to explore to a wide range of classic and more contemporary literature. 	<ul style="list-style-type: none"> - Students revise analysis skills and further develop their essay writing by including clear points in their essay's introduction - Students learn how to analyse new language techniques 'semantic fields and 'hyperbole' in depth - Students will learn how to embed 'A03' (historical/social context) into their essay writing in preparation for year 10. 	<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 complete an analytical question based on an unseen extract</p> <p>Spelling Bees - key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>
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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><i>Pupils will learn:</i></p> <ul style="list-style-type: none"> • About the dystopian genre, its common conventions and the genre's history • About a wide range of extracts from dystopian stories, some classic examples and more contemporary examples. • About the effective planning of story writing and including a range of interesting techniques to create an engaging narrative 	<ul style="list-style-type: none"> - Practice using a range of language techniques and analysing their effect in extracts - Using high-level structural techniques for effect - Using a wide range of punctuation for effect. - Experimenting using different narrative perspectives and dystopian conventions to create an interesting story 	<p>SPAG Skills test – assessing their understanding of word classes, punctuation marks, sentence types and word definitions.</p> <p>End of topic assessment – students write a section of a</p>

		<ul style="list-style-type: none"> • About writer's intent in writing their stories (such as their message to their readers or comment on their own experiences) • About moral and controversial issues in society today which have influenced a lot of the writers and their stories. 	<ul style="list-style-type: none"> - Online research skills in end of unit scheme 	<p>dystopian story. They will have planned this in advance.</p> <p>Spelling Bees – word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>
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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 1	Of Mice and Men (Reading Assess – Mid Year Exam)	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • About a range of historical and contextual factors that influenced the book's themes and ideas such as The Great Depression and prejudices in 1930s America (such as prejudices against the disabled and racial segregation) • How to analyse key themes within the novel in depth e.g. friendship, love and loneliness. • How structure is used in a novel to create tension and suspense. • About symbolism's purpose in novels and how Steinbeck uses it in his writing. 	<ul style="list-style-type: none"> - Revise language and structural techniques and apply them to analysing a whole text. - Students will practise and learn how to write analytically using evidence from the text. - Students will also practise how to bring in historical information into their essay writing. - Students will consolidate linking their analysis of methods to the author's intent 	<p>SPAG Skills test – assessing their understanding of word classes, word definitions and language techniques</p> <p>Mid-year assessment – students will complete a GCSE literature style assessment, based on an extract taken from <i>A Of Mice and Men</i>.</p> <p>Spelling Bees – 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 2	The Great Debate (speech writing and performance)	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • 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 • About many controversial issues in society that they can explore and use in their own speeches e.g. animal testing, racial injustice. • Students will learn effective research skills, including identifying reliable sources of information • They will learn about the history behind some of these issues and they will learn more about a range of historical figures. • About how to construct an effective speech and how to present it effectively to an audience. 	<ul style="list-style-type: none"> - Students will revise persuasive devices and how they can both identify and incorporate them into their writing. - Students will learn how to construct and organise a speech, using a range of effective strategies. - Students will learn important performative strategies to create an engaging speech such as body language, intonation, eye-contact - Students will learn how to reduce their speech onto cue cards, and how they can summarise this into note form. - Students will learn how to research important information and will also learn how to embed facts into their speeches. 	<p>SPAG Skills test – assessing their understanding of word classes, word definitions and language techniques</p> <p>End of topic assessment – students will perform their speech to the class. They will be graded using the GCSE speaking and listening format.</p> <p>Spelling Bees - 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 (End of Year assessment: Reading assessment).	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • They will learn about the comedy genre, and Shakespeare's influential role in transforming this. • They will learn a wide range of historical and contextual factors from Shakespearean England e.g. 'The Great Chain of Being', belief in fairies and religious beliefs amongst others • They will also learn about the treatment of women/social hierarchy from Ancient Greece (play's setting) to the Tudor period, and how this is represented in the play's characters. • They will understand what the key themes are within the play such as order vs disorder. • Students will consider how elements of performance such as costume and set design can influence interpretations. 	<p>-Students will revise a range of language techniques in the more challenging language of Shakespeare such as simile, metaphor and hyperbole.</p> <p>-Students will learn and revise skills of language and dramatic analysis. They will be able to write full essays analysing the whole text</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>SPAG Skills test – assessing their understanding of word classes, word definitions and language techniques, including dramatic techniques for his topic</p> <p>End of year assessment - students will complete a GCSE literature style assessment, based on an extract taken from <i>A Midsummer Night's Dream</i>.</p> <p>Spelling Bees - 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	Prejudice Scheme (analysis of	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • About what prejudice is and how we can tackle in across society 	<p>-Students will learn how to apply their contextual knowledge to both seen and unseen texts</p>	<p>SPAG Skills test – assessing their understanding of word classes, word</p>

<p>fiction/ non-fiction extracts)</p>	<ul style="list-style-type: none"> ● About women’s rights and how they have changed throughout history and are still affected today. ● About how gender roles can be encoded in language and how this consequently can affect a reader, in addition to the context of women’s writing ● About the history of how the English language evolved and correspondingly how dialect and colloquial language can influence readers ● About how colonialism and the British empire was reflected and created through writing. Students will also explore how contemporary texts engage with this history ● How non-fiction writers use language techniques to inform and persuade readers 	<p>-Students will revise how language techniques can be used to inform and persuade</p> <p>-Students will learn how to effective research and compile information found online for a historical project.</p> <p>-Students will revise and learn how to answer a language analysis question.</p> <p>- Students will revise and deepen their knowledge of how to analyse the effect of individual words and phrases.</p> <p>-Students will learn how to analyse a range of historical and more modern forms of writing, such as rap verses.</p>	<p>definitions and language techniques</p> <p>End of topic assessment – students will complete a short language analysis assessment.</p> <p>Spelling Bees – key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>
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Curriculum Map Year 9: Geography



Intent: Geography at Sale High School is intended to provide a wealth of knowledge about the world 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.

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

Why I study Geography?

I study Geography because:

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

Cultural capital/enrichment

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

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

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

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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Autumn 1	Restless Earth	<ul style="list-style-type: none"> • The structure of the Earth • Continental Drift • Tectonic plate movement • The impacts of a volcanic eruption • The responses to a volcanic eruption • The reasons for people living in tectonic zones 	<ul style="list-style-type: none"> • Drawing and labelling / annotating diagrams • Globe – locations and patterns of tectonic events • GIS / aerial photographs / satellite images of impacts of hazards 	<ul style="list-style-type: none"> • Literacy piece ‘What happened when Hunga Tonga erupted?’ • Half -term summative assessment consisting of knowledge, skill and extended writing sections. • ‘Do Now’ and ‘Quick Quiz’ time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Autumn 2	Development and aid	<ul style="list-style-type: none"> • Measures of development • Analysing the Demographic Transition Model • The reasons for uneven development • Features of sustainable development • Features of aid • Evaluation of an aid project 	<ul style="list-style-type: none"> • Presenting development data e.g. scatter graphs / line graphs • Statistical analysis of development data • Models – analysing the Demographic Transition Model 	<ul style="list-style-type: none"> • Literacy piece Issue Evaluation ‘Should we contribute to Goat Aid?’ • Mid-Year Exam consisting of knowledge, skill and extended writing sections. • ‘Do Now’ and ‘Quick Quiz’ time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Spring 1	Climate	<ul style="list-style-type: none"> • Changes to climate since the Ice Age • Constructing climate graphs • The human and physical causes of climate change • The impacts of climate change • How mitigations strategies could reduce climate change 	<ul style="list-style-type: none"> • Climate graphs – completing and analysing • Analysis of line graphs showing changes to global temperatures 	<ul style="list-style-type: none"> • Literacy piece ‘Who is responsible for climate change?’ • Half-Term summative assessment consisting of knowledge, skill and extended writing sections. • ‘Do Now’ and ‘Quick Quiz’ time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Spring 2	Resources	<ul style="list-style-type: none"> • The global supply of food • Reasons for uneven food supplies • Ways of improving food supply • Issues surrounding the use of non-renewable energy • How conflict affects food supply • Causes of the global water crisis 	<ul style="list-style-type: none"> • Flow line maps • Proportional symbols maps 	<ul style="list-style-type: none"> • Literacy piece ‘Why are there global inequalities in food?’ • Half-Term summative assessment consisting of knowledge, skill and extended writing sections. • ‘Do Now’ and ‘Quick Quiz’ time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.

Summer 1	Coasts	<ul style="list-style-type: none"> • How weathering and erosion affect the coast • How landforms are created through erosion • The process of longshore drift • The formation of a spit • Features of hard and soft engineering 	<ul style="list-style-type: none"> • Potential off-school grounds fieldwork to Conwy • OS maps – identifying features • Sketch maps from OS maps • Field sketches from photographs 	<ul style="list-style-type: none"> • Literacy piece ‘How can we protect our coastline?’ • Summer Exam consisting of knowledge, skill and extended writing sections. • ‘Do Now’ and ‘Quick Quiz’ time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.
Summer 2	Modern Challenges	<ul style="list-style-type: none"> • How the built environment affects crime • Patterns of disease on a global scale • The impacts of epidemic diseases • The impacts of modern-day of conflict 	<ul style="list-style-type: none"> • Topographic / choropleth maps • GIS / overlay maps • Using data to analyse trends 	<ul style="list-style-type: none"> • Literacy piece ‘What are the impacts of modern-day conflict?’ • ‘Do Now’ and ‘Quick Quiz’ time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork.



Intent:

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 – This course covers significant historical events and developments within the 20th century and aims to provide students with a deep understanding of the modern world and 20th 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. As a department we encourage a wide range of knowledge and experiences in order to support the development of such skills. Sale High School provides opportunities for trips which often have cross-curricular links with other departments. In Year 8 we offer an poignant visit to the International Slavery Museum which provides valuable context to our Transatlantic Slave Trade unit. In Year 9 we visit the Imperial War Museum in Salford Quays to add depth to our understanding of conflict and wars within the 20th 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, through videos such as Horrible Histories and online channels such as Simple History (often recommended for 13+ due to certain graphic images or topics) can also bolster classroom knowledge.

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	<p>Students will be able to:</p> <ul style="list-style-type: none"> Examine differing political ideologies within 20th Century Europe Describe the factors that contributed to European tension. Analyse interpretations and sources relating to Nazi popularity and propaganda Explain the steps Hitler took to secure his dictatorship Compare the similarities in leadership of 20th century dictators 	<p>Students will know</p> <ul style="list-style-type: none"> The casues of tension after the First World War Reasons for the rise of the Nazi Party Significant events which led to Hitler turning Germany into a dictatorship. How the Nazis controlled German people The role of European dictators in 20th Century conflicts 	<p>Quizzes (in class and homework)</p> <p>Online learning tasks</p> <p>Mid-Unit Assessment – interpretations on the rise of Hitler</p> <p>End of Unit Assessment – similarities of European dictators</p>
Autumn 2	Causes and events of World War Two	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe what was the policy of appeasement was and how it contributed to the outbreak of war. Analyse sources giving differing views towards the evacuation of Dunkirk Evaluate where the turning point of World War Two was Explain the causes, developments and consequences of major war time events Assess the significance of the turning points of WW2 	<p>Students will know</p> <ul style="list-style-type: none"> Reasons why Britian and France followed the policy of appeasement The casues / steps that contributed to the outbreak of World War Two Key events and battles within World War Two including Dunkirk, Pearl Harbour, Stalingrad and dropping of the atomic bomb The turning point of World War Two 	<p>Quizzes (in class and homework)</p> <p>Online learning tasks</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"> • Explain causes of the holocaust and antisemitism • Compare the experiences of European Jews before, during and after the holocaust • Analyse sources relating to the holocaust 	<p>Students will know</p> <ul style="list-style-type: none"> • The stages of persecution and discrimination Jewish people faced in Nazi Germany and later Nazi occupied Europe including Kristallnacht, ghettos and the final solution • Experiences of individuals involved in the holocaust including Anne Frank • Liberation of the holocaust • Impact and legacy of the holocaust 	<p>Quizzes (in class and homework)</p> <p>Online learning tasks</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"> • Evaluate who was responsible for the holocaust • Explain the events of other genocides after the holocaust including Cambodia, Rwanda and Darfur. 	<p>Students will know</p> <ul style="list-style-type: none"> • Role of different groups involved in the holocausts – perpetrators, collaborators and bystanders. • Cause and consequences (short term and long term) of genocides 	<p>Quizzes (in class and homework)</p> <p>Online learning tasks</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"> • Explain the roles of individuals and events that shaped the American Civil Rights movement • Analyse multiple push/pull factors influencing migration to Britain. 	<p>Students will know</p> <ul style="list-style-type: none"> • Experience for African Americans after the Emancipation proclamation • Reactions to segregations laws and the individuals involved in the American Civil Rights movement • Push and pull factors which have influenced migration to Britain. 	<p>Quizzes (in class and homework)</p> <p>Online learning tasks</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="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>Civil Rights Movement continued</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the experience migrants to Britain faced • Make inferences on the challenges the Windrush generation faced in Britain. • Explain individuals and events that shaped the British Civil Rights movement. • Use sources to make inferences on civil rights individuals and events • Compare American and British Civil Rights Movements • Explain the experiences migrants to Britain faced in the mid to late 20th Century 	<p>Students will know</p> <ul style="list-style-type: none"> • Experience migrants to Britain faced in the 20th Century • Individuals and events that contributed to the British Civil Rights Movement including Claudia Jones • Events in the modern world where civil rights are not observed. For example BLM and refugee crises 	<p>Quizzes (in class and homework)</p> <p>Online learning tasks</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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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"> • Be able to calculate experimental probability • Interpret and complete a frequency tree • Interpret and use a probability tree, • Draw and use tree diagrams to calculate probabilities. 	Students will know <ul style="list-style-type: none"> • Understand experimental probability • Understand the difference between theoretical and experimental probability 	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"> • equations. • solve equations with the variable on both sides. • solve equations with fractional coefficients • solve equations with brackets and fractions. 	Students will know <ul style="list-style-type: none"> • To identify equivalent expressions. • use algebra to set up and solve • How to simplify algebraic expressions involving the four basic operations. • How to simplify algebraic expressions by combining like terms. • How to manipulate algebraic expressions 	Key skills 5 minutes starters End of topic review Spelling Bee
	Number 1	Students will be able to: <ul style="list-style-type: none"> • solve real-life problems involving decimals. • estimate calculations in order to recognise possible errors. • significant figure rounding. • round numbers, where necessary, to an appropriate or suitable degree of accuracy. 	Students will <ul style="list-style-type: none"> • understand and work with standard form, using positive and negative powers of ten. 	Key skills 5 minutes starters End of topic review
Autumn 2	Algebra 2	Students will be able to: <ul style="list-style-type: none"> • Use formulae • write formulae. • change the subject of a formula. 	Students will know <ul style="list-style-type: none"> • The difference between equations and expressions • How to use the balance method of algebra manipulation 	Key skills 5 minutes starters End of topic review

	Shapes 1	<p>Students will be able to:</p> <ul style="list-style-type: none"> • find the surface areas of cuboids. • calculate the volume of a prism. • calculate the surface area of a prism. • calculate the volume of a cylinder. • calculate the curved surface area of a cylinder • calculate the total surface area of a cylinder. 	<p>Students will know</p> <ul style="list-style-type: none"> • the concepts of area and volume • the formulae for finding area, surface area and volume • 	<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"> • work out the gradient of a graph from a linear equation • work out an equation of the form $y = mx + c$ from a linear graph. • recognise and draw the graph from a simple quadratic equation. 	<p>Students will know</p> <ul style="list-style-type: none"> • How to recognise and draw the graph of a linear equation. • Why the same can be done to both sides • What a variable is • The concept of algebra 	<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"> • solve problems involving simple interest. • calculate the result of a percentage increase or decrease • choose the most appropriate method to calculate a percentage change. • calculate the original value given the result of a percentage change. • choose the correct calculation to work out a percentage. 	<p>Students will know</p> <ul style="list-style-type: none"> • understand what simple interest is • Different methods of finding a percentage increase and decrease 	<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"> • construct the mid-point and the perpendicular bisector of a line • construct an angle bisector • construct a perpendicular to a line from or at a given point • construct a right-angled triangle. • make accurate geometric constructions. • work out the exterior angles of a regular polygon • work out the interior angles of a regular polygon. • work out which regular polygons tessellate. 	<p>Students will know</p> <ul style="list-style-type: none"> • Know the formulae for working the sum of interior angles in a polygon • Know the sum of the external angles of any polygon. • Now how to tessellate a shape 	<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"> • create a grouped frequency table from raw data. • interpret frequency diagrams • draw a frequency diagram from a grouped frequency table. • use mean and range to compare data from two sources. • decide when each different type of average is most useful. 	<p>Students will know</p> <ul style="list-style-type: none"> • different types of data • Know different measure of centrality and spread. 	
Spring 2	Number 2	<p>Students will be able to:</p> <ul style="list-style-type: none"> • multiply one mixed number by another. • divide one fraction or mixed number by another. 	<p>Students will know</p> <ul style="list-style-type: none"> • how to convert between mixed and improper fractions • 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>
	Number 3	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Calculate and estimate problems involving powers, roots, fractions and brackets • Operate with powers of 10 	<p>Students will know</p> <ul style="list-style-type: none"> • the first 3 laws of indices • and use zero powers and negative powers <p>Percent</p>	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

	Algebra 4	Students will be able to: <ul style="list-style-type: none"> draw graphs from real-life situations to illustrate the relationship between two variables. 	Students will know <ul style="list-style-type: none"> How to interpret and draw time graphs. 	Key skills 5 minutes starters End of topic review
Summer 1	Ratio 2	Students will be able to: <ul style="list-style-type: none"> draw and use real-life graphs. 	Students will know <ul style="list-style-type: none"> how graphs are used to represent real-life situations 	Key skills 5 minutes starters End of topic review Marked piece
	Shapes 3	Students will be able to: <ul style="list-style-type: none"> use Pythagoras' theorem to solve problems. 	Students will know <ul style="list-style-type: none"> how to prove Pythagoras' theorem Pythagoras triples 	Key skills 5 minutes starters End of topic review
	Data 2	Students will be able to: <ul style="list-style-type: none"> Find mean average a from grouped frequency Find median average from a grouped frequency 	Students will know <ul style="list-style-type: none"> That the different measures of centrality and spread 	Key skills 5 minutes starters End of topic review Marked piece
Summer 2	Algebra 5	Students will be able to: <ul style="list-style-type: none"> interpret and draw exponential growth graphs. draw any linear graph from any linear equation solve a linear equation from a graph. draw graphs from quadratic equations. solve a quadratic equation by drawing a graph. 	Students will know <ul style="list-style-type: none"> Draw algebra graphs by substitution 	Key skills 5 minutes starters End of topic review Summer summative exam
	Ratio 3	Students will be able to: <ul style="list-style-type: none"> use ratio to compare lengths, areas and volumes of 2D and 3D shapes. 	Students will know <ul style="list-style-type: none"> How recognise congruent shapes. 	Key skills 5 minutes starters End of topic review

	Shapes 3	Students will be able to: <ul style="list-style-type: none">• find the size of an angle identified from a trigonometric ratio.• find an unknown length in a right-angled triangle, given one side and another angle.	Students will know <ul style="list-style-type: none">• what the trigonometric ratios sine, cosine and tangent are.•	Key skills 5 minutes starters End of topic review
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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 in holiday topic 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 complete 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>• Talking about the internet</p> <p>• Use the verbs 'aller and faire' in 3 tenses</p> <p>• Hier soir - talking about what you did last night</p> <p>TOPCAT T revisit and practise present tense with regular 'regarder' and irregular 'aller' and 'faire' verb . R revisit future proche tense. I Introduce the perfect (past) tense with avoir, in 'l' form with technologie phrases – then to full conjugation of regular verbs O revisit all to date + je trouve ça / j'ai trouvé ça / j'ai pensé que / c'était P use of me rend + triste / content (TIF – selected pronoun phrases in perfect tense – ça m'a amusé / ça m'a énervé) 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 / A revisit all to date + comparatives (plus / moins.. que) Introduce superlatives (c'est le / la plus / moins...)</p>	<p>LRSW.> Students can give and retrieve detailed information and express opinions about what they or others do in 3 tenses</p> <p>LS > students can exchange dialogue using 3 tenses to ask and retrieve information from peers.</p> <p>SW > 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 1 - response to bullet points - 40/90 words</p> <p>Assessment 1- freetime + prior learning reading assessment. Retrieve key details language features from an extended text in 3+ tenses.</p>

Aut 2	Paris -	<ul style="list-style-type: none"> revisit time / transport / destinations / countries / tourist attractions in Paris to drill perfect tense with avoir regular past participles talk about what you visited / saw / admired there past tense opinions introduce irregular PPs with avoir auxiliary include - past tense weather phrases past tense questioning <p>TOPCAT</p> <p>T revisit modal verb on peut + infin using range of verbs about tourism drill the full conjugation of past tense with avoir regular + past participles</p> <p>Introduce irregular PPs in perfect tense with avoir</p> <p>Introduce perfect tense with selected être verbs and idea of agreement of PP for m f pl (revisit sausage song)</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 & trouver</p> <p>P revisit all to date</p> <p>C use of il fait / il y a with weather phrases (plus il pleut & 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> Students create and retrieve information from longer texts which use 3 time frames (including être verbs in the perfect) and more complex structures</p> <p>SW > 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 > students begin to narrate events with some detail in the past tense.</p> <p>LR > students use a wider range of sources including exam past papers to retrieve details, understand opinions and inferred information.</p>	<p>Key written piece 2: <i>Holidays postcard 3 tenses</i></p>
Spring 1	Les vêtements	<ul style="list-style-type: none"> Say what you and others wear in 3 tenses for different occasions Describe school uniform Conditional tense with 'je voudrais' 	<p>LRSW> Students create and retrieve information from longer texts which use 3 time frames, including the conditional tense, and more complex structures.</p>	<p>Key written piece 3: <i>Respond in writing to a photo stimulus and</i></p>

		<ul style="list-style-type: none"> • Full conditional tense conjugation • Shopping for clothes dialogues <p>TOPCAT</p> <p>T revisit and practise present tense with 'porter' , then revisit the near future and perfect tense with 'er' verbs - porter/ preferer / penser . Revisit simple conditional je voudrais + porter. Introduce full conditional conjugations of vouloir + INFIN (revisit perfect tense also with new ER verbs 'porter' 'essayer')</p> <p>O revisit grammatical accuracy of plural opinions and adj agreement. Revisit giving others' opinions. Introduce ' ce que j'aime le plus / le moins est...</p> <p>P embed all to date plus Introduce some PP in the conditional tense. Introduce direct object pronouns le / la / les with porter / trouver / essayer</p> <p>C introduce il faut porter / on doit + INFIN ie porter introduce 'on peut' / il est interdit de porter / j'ai l'intention de'. 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 / elegant / chic / laid / moche / étroit/ uni / hors de prix (cher) / soldé</p>	<p>LS > students can exchange dialogue using real life scenarios of shopping for clothes, requesting and understanding specific details about requirements.</p> <p>SW > students continue to self-regulate their extended responses for accuracy and complexity SW > students embed their success criteria of TOPCAT but begin to use some complex features in the conditional tense. Some students can make comparative sentences about past/ present and future within a response.</p> <p>LR > students use a wider range of sources including exam past papers to retrieve details, understand opinions and inferred information.</p>	<p><i>associated questions (3 tenses) uniform.</i></p> <p>Assessment 2 – mid year exam - January Autumn 1 content & prior learning</p>
Spring 2	House and home	<ul style="list-style-type: none"> • talk about where you live • describe rooms in the house • describe furniture <p>TOPCAT</p> <p>T Revisit all tense forms in both new and familiar contexts (aller / faire etc) to talk about house and home. Introduce the IMPERFECT tense with la ou j'habite - where you used to live & consolidate with familiar ER verbs</p>		<p>Key written piece 4: TOPCAT reading & writing – identification and modelling – ideal house (conditional tense)</p> <p><i>Non formal - Speaking Assessment - General conversation.</i></p>

		<p>O Revisit all to date. .TIF Some students may use ce qui m'amuse / m'énervé le plus c'est</p> <p>P Revisit all to date. Revisit direct object pronouns (je le/la trouve / je les déteste)</p> <p>Revisit simple ER verb pronoun phrases in the perfect tense. 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>C Revisit prepositions colours / drill adjective agreements Introduce ALL possessive articles.</p> <p>A revisit comparatives and superlatives introduce BRAGS: adjectives that precede the noun.</p>		<p>3 questions.</p> <p>Assessment 3 – Spring 2 - comprehension – tourism / clothes / house</p>
Summer	<p>Body & illness</p> <p>Food & health</p> <p>Celebrity culture</p>	<p>T revisit vouloir conditional then Introduce full conjugation of conditional tense.Revisit all tense forms in both new and familiar contexts (food/ sport etc) to talk about healthy lifestyle. Introduce 'avoir' idioms (froid/ chaud/ faim /soif/ mal / dolor). * Most able students learn the present continuous phrase to describe what is happening in a photo 'etre en train de'... (revisit etre present tense sausage song!)</p> <p>Revisit the IMPERFECT tense to say what you used to eat /do to be healthy.</p> <p>O revisit all to date. .</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</p>	<p>Key written task 5: <i>Respond to role play and photocard. Healthy life</i></p> <p>Assessment 4 - SUMMER EXAM .</p>

		<p>P revisit all to date. revisit pronoun phrases in the perfect tense. TIF Introduce in imperfect tense. Revisit direct object pronouns (je le/la/les trouve)</p> <p>C revisit il faut + inf 'j'ai l'intention de + inf' 'je peux + inf' 'je veux + inf' also in the perfect / imperfect (j'ai eu / j'avais /j'ai pu / je pouvais) Introduce present tense + ' il y a '</p> <p>A revisit comparatives (plus.. que) and 'moins' superlatives (c'est le/la plus)- imperfect tense.</p>	<p>discuss the merits of responses with peers and share strategies for progress</p> <p>R L > most students can retrieve information from varied sources, which are longer in length and more complex in linguistic content. In listening, 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> 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> 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 > students extend their own responses by adding details which often comes from previous topic content.</p> <p>S.> 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>	<p><i>Reading Listening and Writing exam style questions. cross contexts.</i></p> <p>Key written piece 6 - response to bullet points - 40/90 words – celebrity culture</p>



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 learn together is empowering. Students study a variety of musical styles, each leading to a music making experience, performance and evaluation. Students have the opportunity to sing and make music using a variety of instruments. Students build a valuable understanding of the elements of music such as melody, pitch, tone, texture, structure, dynamics, tempo and rhythm, including music notation. Students gain knowledge of how music is created and recorded in different contexts. They are taught to understand the value of both traditional and contemporary styles and music for different occasions leading to a greater acceptance of these differences. Students are encouraged to improvise and understand that happy mistakes can lead to great work and changes of direction are not necessarily a bad thing. They experience working solo and in groups, understanding that both have merit and it is important to listen to the ideas of others to build work together – this promotes excellent communications skills. Students are encouraged to perform and evaluate work, focusing on specific skills, reflecting to improve future work.

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
AUTUMN (6 lessons)	Reggae	<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 1st (tonic), fourth (sub-dominant) and 5th (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 Mento, Ska and Rock Steady styles of music. Express an opinion as to a personal favourite referring to key elements.</p>	<p>Teacher observation of individual keyboard progress</p> <p>Bob Marley homework</p> <p>Creating chords homework</p> <p>Winter theory exam</p>

<p style="text-align: center;">SPRING (6 lessons)</p>	<p style="text-align: center;">Minimalist Music</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>Teacher assessment of Clapping Music.</p> <p>Teacher observation of keyboard progress/performance.</p> <p>End of topic theory exam.</p>
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<p style="text-align: center;">SUMMER (6 lessons)</p>	<p style="text-align: center;">Music for Film and Gaming</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 tempo (rall/rit/accelerando), pedal note, dissonance, accents and pause.</p> <p>Perform a composition with confidence</p> <p>Evaluate a composition.</p>	<p>Teacher observation of knowledge/vocab during score analysis (questioning).</p> <p>Composition notes and teacher observation of final performance.</p> <p>End of topic theory exam.</p>
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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 the physical development skills, knowledge and understanding in a variety of activities gained in year 7 and 8. Pupils will become more competent, confident and expert in their techniques, applying them across different sports and activities.

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. Students will be tasked with using transferable skills from other team and net games to help develop performance by understanding what makes a performance effective and how to apply these principles to their own and others' performances.

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.

Students develop an advanced declarative and procedural knowledge of Motor Competence, rules, strategies and tactics and healthy participation, with a focus on how to outwit an opponent for more sustained periods of time.

Why I study Physical Education?

- I get to experience different sports
- It supports my physical, social and mental wellbeing
- It develops my confidence, leadership and teamwork skills

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
- Links to local clubs

Block 1	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Football	How to perform a skill in an isolated/less pressured situation?	Ball mastery Receiving and releasing	Practical assessment takes place at the end of a sport

		<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 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>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>
	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>	<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>
	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> <ul style="list-style-type: none"> Names of major muscles Components of fitness Movement and muscle contractions 	<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>	<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 1 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Netball	How to perform a skill in an isolated/less pressured situation?	<p>Footwork</p> <p>Passing</p> <p>Dribbling</p>	Practical assessment takes place at the end of a sport block (every 4 weeks) but

		How to perform a skill in a more pressured situation and how to alter decisions based on the new information.	Movement Shooting Implementation of skills into games	assessment is an ongoing process that takes into account the 3 parts of their effort below. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block. 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. 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
	OAA	How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact. This will involve accurate application	Teamwork Map reading Compass work Problem solving Planning Designing routes Setting challenges	
	HRF	Making and applying decisions Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation	CV endurance Speed Muscular Strength Muscular Endurance Flexibility Agility Power Training methods Fitness testing Heart Rate calculations	
	Football	Working independently and in small groups Communication skills Elements of GCSE content will be included such as: <ul style="list-style-type: none"> Names of major muscles Components of fitness Movement and muscle contractions 	Ball mastery Receiving and releasing Ball striking Creating and manipulating space Moving with the ball Attacking Defending Implementation of skills into games	
Block 2 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	OAA	How to perform a skill in an isolated/less pressured situation?	Teamwork Map reading Compass work Problem solving	Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing

		How to perform a skill in a more pressured situation and how to alter decisions based on the new information.	Planning	process that takes into account the 3 parts of their effort below. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block. 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.
	HRF	How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact. This will involve accurate application	CV endurance Speed Muscular Strength Muscular Endurance Flexibility Agility Power Training methods Fitness testing HR calculations	
	Badminton	Making and applying decisions Evaluating and improving performance Developing skills and performance Outwitting opponents Team work and cooperation Communication skills Elements of GCSE content will be included such as: <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	Selection of shots Movement around the court Service rules Doubles and singles tactics Front and back v Side by side Shot sequences	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
Block 2 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	OAA	How to perform a skill in an isolated/less pressured situation?	Grip and carry Ball handling Receiving and releasing Creating and manipulating space Implementation of skills into games	Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into

	Tag Rugby	<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>This will involve accurate application</p> <p>Making and applying decisions</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>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 who take part in extra-curricular activities</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>Shot sequences</p>	
	HRF	<p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p>		
	Lacrosse	<p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> Names of major muscles Components of fitness Movement and muscle contractions 		
Block 3 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	How to perform a skill in an isolated/less pressured situation?	<p>Sprinting</p> <p>Pacing</p> <p>Jumping</p> <p>Throwing</p> <p>Relay technique</p>	Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into

		How to perform a skill in a more pressured situation and how to alter decisions based on the new information.	Lane technique	account the 3 parts of their effort below. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.
	Cricket	How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.	Throwing Catching Batting Bowling Ground Fielding Rules and Regulations Implementation of skills into games	
	Softball	<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"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Throwing</p> <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>
Block 3 Girls	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>Lane technique</p> <p>Relay technique</p>	Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into

	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>This will involve accurate application</p>	<p>Throwing Catching Batting Bowling Ground Fielding Rules and Regulations Implementation of skills into games</p>	<p>account the 3 parts of their effort below. Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p>
	Cricket	<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"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Throwing Catching Batting Bowling Ground Fielding Rules and Regulations 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>



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

Sequencing:
 At KS3, students will begin by exploring the fundamental philosophical inquiries such as “What is a worldview?”, leading into an in-depth examination of various religious traditions, such as the Abrahamic Religions in Year 7 and the Dharmic Religions in Year 8. Students will also receive an opportunity to apply the knowledge gained in Year 7 and 8 by considering questions, such as “Is death the end?”, “What is good and challenging about being X in Britain today?” and “What makes life valuable?”. These ‘big questions’ encourage students to use the disciplinary knowledge that is acquired across other humanities subjects to analyse and examine contemporary topics. This will also allow students to critically explore the significance and impact that different interpretation of scripture can bring to different worldviews and religious practices.
 At KS4, students can opt to complete the Religious Education GCSE course through the AQA exam board. This GCSE course builds upon students’ knowledge of Islam and Christianity, whilst also continuing to develop the disciplinary knowledge to critically analyse scripture and examine the influences of religious belief on human behaviour. It also encourages students to develop skills of empathy and cultural understanding, preparing them for thoughtful and inclusive engagement in an increasingly diverse world.

I study RE because:

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

Cultural capital/enrichment
 RE provides opportunities for authentic interfaith dialogue, including enriching visits to the Jewish Museum, Sikh Gurdwara, Mosque and Manchester Cathedral. 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. Pupils are encouraged to read texts for meaning and use contextual knowledge to build a deeper understanding of the meaning being conveyed. This provides cross-curricular skills which can enhance understanding in History, Geography, Literature and Languages. Pupils use statistical skills to understand data about social attitudes and religious affiliation, this provides an opportunity for the practical application of skills from mathematics. The study of religions also provides opportunities to link with MFL and geography in enhancing pupils understanding of the culture and traditions of different places. Students also benefit from an interfaith club where they can explore other cultures and traditions and celebrate the diversity of the school.

Half term	Topic (Lens)	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
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				Each unit will contain 'Spelling Bees' of keyword vocabulary (once across the half term, with revision HW opportunities)
Unit 1	<p>Big Question: What is good/challenging about being ___ in modern Britain? (Sociology)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify what makes Britain religious diverse. - Explain the benefits of being in a diverse and multicultural society. - Describe the challenges faced by religious people in modern Britain. - Describe what is good about being a religious person living in modern Britain. - Explain why community is important on a local and national scale. - Evaluate the statement "It's hard to practice religion in modern day British Society." Discuss 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: Diversity, discrimination, prejudice, multicultural and society. - The benefits and drawbacks of being part of a multicultural and diverse society. - The impact of prejudice and discriminations on people and communities. - How to tackle prejudice and discrimination through education and empathy. - The challenges and benefits of being religious in modern day Britain. - The importance of being part of a community for individuals. - How to use arguments for and against a statement to construct a discuss question. - How to develop and conclude their own beliefs. 	<p>End of Unit Test: Keywords, Key Concepts, Extended Writing:</p> <p>'Explain why it may be good or challenging to practice religion in modern day Britain.'</p>

Unit 2	<p>Medical Ethics: What are the different religious and non-religious responses to medical ethics? (Philosophy, Theology & Sociology)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain the importance of understanding modern-day application of ethics and worldviews. - Contribute to and evaluate the ethical debate around IVF and Genetic Screening. - Contribute to and evaluate the ethical debate around Abortion. - Contribute to and evaluate the ethical debate around Organ Donation. - Contribute to and evaluate the ethical debate around Euthanasia. - Examine the significance of the 'soul' in beliefs of life after death. 	<p>Students will know:</p> <ul style="list-style-type: none"> - Key terms: Ethics, Morals, Abortion, Euthanasia, IVF, Sanctity, Value, Afterlife. - Various different worldview perspectives on what makes a human life valuable, considering the debate between sanctity vs quality. - The fundamentals of different ethical views and how to apply ethical and religious views to modern-day questions. - What IVF is and how different religions and worldviews approach the topic. - What Abortion is and how different religions and worldviews approach the topic. - What Organ Donation is and how different religions and worldviews approach the topic. - What Euthanasia is and how different religions and worldviews approach the topic. - Different religious and non-religious beliefs about the 'soul' and how this impacts belief in life after death. 	<p>Mid-Unit Test: Keywords, Key Concepts, Extended Writing:</p> <p>'Euthanasia should be legal in the UK' – Evaluate.</p>
Unit 3	<p>Big Question: What is the importance of sacred spaces? (Sociology)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify important parts of a Church, Mosque and Gurdwara and explain why they are used by the religious community. - Describe why sacred spaces are important for both religious people and non-religious people. - Explore the case study of Notre Dame and explain how buildings, such as, Notre Dame, are important to national identity. - Evaluate whether religious buildings be sold to feed the starving. 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: sacred, ritual, altar, pulpit, Mihrab, qiblah, minbar, divan hall and langar. - Different parts of a Church, Mosque and Gurdwara. - The role of sacred spaces within the local and national community as well as the importance for the religious community. - The impact that the fires had on Notre Dame and arguments present for and against the rebuild. - How to use arguments for and against a statement to construct a discuss question. - How to develop and conclude their own beliefs. 	<p>End of Unit Test: Keywords, Key Concepts, Extended Writing:</p> <p>'Religious buildings should be sold to feed the starving'. Discuss.</p>

Unit 4	<p>Philosophy: Thoughts that have changed the world. (Philosophy)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Identify what makes a 'good' argument. - Identify and target common fallacies within arguments. - Explain Plato's philosophy regarding the Realms of Forms and Appearances. - Explain Descartes' philosophy of 'Cogito Ergo Sum'. - Explain Marxism and the concept of alienation. - Evaluate the use of language with consideration to eschatology. 	<p>Students will know:</p> <ul style="list-style-type: none"> - What makes a 'good' argument, considering validity and fallacies. - The difference between rationalism and empiricism. - 4th Century Philosopher, Plato, and his consideration of the Realm of Forms and the Realm of Appearances. - 17th Century Philosopher, Rene Descartes and the concept of 'Cogito Ergo Sum'. - 19th Century Philosophy, Karl Marx and his understanding of Alienation and Communism. - Religious Language and the Verification Principle, considering the significance of Eschatological Verification. 	<p>Mid-Unit Test: Keywords, Key Concepts, Extended Writing:</p> <p>'It is reasonable to argue that we cannot rely on our senses for knowledge (empiricism)'. Discuss using examples from Plato OR Descartes.</p>
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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."

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"> -the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure. -changes of state in terms of the particle model. -conservation of mass in changes of state and chemical reactions. -energy changes on changes of state (qualitative). <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -the relationship between average speed, distance and time (speed = distance/ time) and the representation of a journey on a distance–time graph. -relative motion: trains and cars passing one another. -work done and energy changes on deformation. -non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. -forces as pushes or pulls, arising from the interaction between two objects and using force arrows in diagrams. -forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. -forces measured in newtons. -energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -comparing the starting and final conditions of a system and describing increases and decreases in the amounts of energy associated. -non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. -electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge. -potential difference, measured in volts and resistance, measured in ohms. - magnetic fields by plotting with compass, representation by field lines. -the magnetic effect of a current, electromagnets, D.C. motors. -weight = mass \times gravitational field strength (g), on Earth $g = 10 \text{ N/kg}$. 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -how to apply mathematical concepts and calculate results. <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, draw and interpret distance–time graphs, calculate average (mean) speed from a distance– time graph, substitute into formulae</p>	<p>Baseline 30 mark knowledge test.</p> <p>End of topic test I & J – Forces and motion, force fields and electromagnets.</p> <p>Literacy – 6 mark question</p> <p>Spelling bees – 9IJ</p>
Autumn 2	Year 9 Biology transition to GCSE (Disease, control systems, testing medicines, ecology)	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -how substances are transported into and out of cells through diffusion and osmosis. -the need for exchange surfaces in terms of surface area:volume ratio -Some of the substances transported including: oxygen, carbon dioxide, water, dissolved food molecules, mineral ions and urea. - the difference between communicable and non-communicable diseases and describe how communicable diseases (caused by viruses, bacteria, protists and fungi) are spread in animals and plants. 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -how to apply mathematical concepts and calculate results. <p>Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places.</p>	<p>End of topic test from biology transition.</p> <p>End of topic test from Chemistry transition.</p> <p>Literacy task – 6 mark question - Transition</p>

	<p>Year 9 Chemistry transition to GCSE (Ions, energy transfers, rates of reaction, chemical equations, standard form, equilibria)</p>	<p>-the process of discovery and development of potential new medicines, including preclinical and clinical testing. - how the structure of the nervous system is adapted to its functions -describe the principles of hormonal coordination and control by the human endocrine system- -describe how to carry out a field investigation into the distribution and abundance of organisms in an ecosystem and explain how to determine their numbers in a given area.</p> <p>Pupils will be able to -describe the arrangement of chemical bonds in ionic compounds, simple molecules, giant covalent structures, polymers and metals. -use chemical symbols to write the formulae of elements and simple covalent and ionic compounds. - the atom has a positively charged nucleus surrounded by negatively charged electrons. - distinguish between endothermic and exothermic reactions on the basis of the temperature change of the - describe the effect of changes in temperature, concentration, and surface area on rate of reaction -that some reactions may be reversed by altering the reaction conditions. -that dynamic equilibrium occurs when the rates of forward and reverse reactions are equal. -use the names and symbols of the first 20 elements to write formulae and balanced chemical equations where appropriate.</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>Chemistry - difference between Mendeleev's PT and the modern PT</p> <p>Spelling bees – Transition words Chemistry and Physics</p>
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: -how to calculate the changes in energy involved when a system is changed by heating ,in terms of temperature change and specific heat capacity. - to define the term specific heat capacity and distinguish between it and the term specific latent heat. -the characteristics of the magnetic field of a magnet, showing how strength and direction change from one point to another. -how the motion of the molecules in a gas is related both to its temperature and its pressure.</p> <p>Pupils will also learn: - how the sub-cellular structures of eukaryotic and prokaryotic cells are related to their functions -how specialised cells are adapted to their function, including: a sperm cells, egg cells and ciliated epithelial cells. -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. - the relationship between quantitative units in relation to cells, -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. the effects of temperature, substrate concentration and pH on enzyme activity. -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.</p>	<p>Pupils will learn: - 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. -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.</p> <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</p>	<p>Mid Year Exam – Knowledge test of all content covered to date.</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>

		-how substances are transported into and out of cells, including by diffusion, osmosis and active transport.	understanding of number, size and scale and the quantitative.	
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"> -mitosis is part of the cell cycle, including the stages interphase, prophase, metaphase, anaphase and telophase and cytokinesis. - the importance of mitosis in growth, repair and asexual reproduction. -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. -cancer is the result of changes in cells that lead to uncontrolled cell division. -the importance of cell differentiation in the development of specialised cells. -the use of percentiles charts to monitor growth. -the function of embryonic stem cells, stem cells in animals and meristems in plants. -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. -the structure and function of a reflex arc including sensory, relay and motor neurones. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -the arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas. -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. -the physical state of a substance under specified conditions, given suitable data -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. -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 <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"> -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. 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture <p>Use estimations and explain when they should be used.</p> <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 combined.</p> <p>Literacy – 6 mark question - Separation techniques</p> <p>Spelling bees – Biology topics 1 and 2</p>
Summer 1	<p>Topics 1 and 2 - Chemistry – States of matter, methods of separating and purifying substances – continued from above.</p>	<p>Continued from above (Chemistry)</p> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -how the Dalton model of an atom has changed over time because of the discovery of subatomic particles. -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. -why atoms contain equal numbers of protons and electrons. -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>Pupils will learn:</p> <ul style="list-style-type: none"> -an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture <p>Use estimations and explain when they should be used.</p> <p>How to investigate the acceleration, g, in free fall and the magnitudes of everyday accelerations. Investigate conservation of momentum during</p>	<p>End of year exam</p> <p>End of topic test – Chemistry Atomic structure and the periodic table</p> <p>Literacy task – 6 Mark Question relevant to topic content.</p>

	<p>Topics 3 & 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>-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/s²) = change in velocity (metre per second, m/s) ÷ time taken (second, s) and the equation: (final velocity)² ((metre/second)², (m/s)²) – (initial velocity)² ((metre/second)², (m/s)²) = 2 × acceleration (metre per second squared, m/s²) × distance (metre, m) v – u = 2 × a × x</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/s².</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>-inertial mass is a measure of how difficult it is to change the velocity of an object.</p> <p>- 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)</p> <p>- examples of momentum in collisions</p> <p>-methods of measuring human reaction times and recall typical results</p> <p>-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.</p>	<p>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 an element from the relative masses and abundances of its isotopes.</p>	<p>Spelling bees – – Chemistry topics 3 and 4</p> <p>End of Topic Test: Physics topic 1 & 2</p>
<p>Summer 2</p>	<p>Topic 3 - Biology – Genetics</p>	<p>Pupils will learn:</p>	<p>Pupils will learn:</p>	<p>End of topic test – Biology topics 3 and 4</p>

	<p>Topic 4 – Biology – Natural selection and genetic modification.</p>	<ul style="list-style-type: none"> -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. - 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. -nucleotides that consist of a sugar and phosphate group with one of the four different bases attached to the sugar. -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. -why there are differences in the inherited characteristics as a result of alleles. -the meaning of key terms: chromosome, gene, allele, dominant, recessive, homozygous, heterozygous, genotype, phenotype, gamete and zygote. -the outcomes of the Human Genome Project and its potential applications within medicine <ul style="list-style-type: none"> -Darwin’s theory of evolution by natural selection. -the evidence for human evolution, based on fossils -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 -how genetic analysis has led to the suggestion of the three domains rather than the five kingdoms classification method. -selective breeding and its impact on food plants and domesticated animals. - the main stages of genetic engineering including the use of: a restriction enzymes, ligase, sticky ends and vectors. -the benefits and risks of genetic engineering and selective breeding in modern agriculture and medicine, including practical and ethical implications 	<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>Literacy task – 6 mark question - Structure of the DNA</p>
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Curriculum Map Year 9: Tech- 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 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

Cross-curricular trip at KS4 with MFL to take students on a trip to France. This gave 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>Factors influencing people food Choices</p> <p>Introduction to research and data analysis</p> <p>Nutritional needs of teenagers and one other age group</p> <p>Food related health conditions</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 from here: toddlers, early, middle and late adulthood.</p> <p>*Know of diet related health conditions such as intolerances and allergies; obesity, type 2 diabetes, cardiovascular disease</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 group, C, D, calcium and iron) using mind maps to summarise the nutritional needs of 2 age groups.</p> <p>Be able to explain these food related conditions, their impact on the person's health, foods to avoid or reduce and alternatives</p>	<p>Assessment opportunities are provided through:</p> <ul style="list-style-type: none"> *Hands down questioning *Discussions *Brain storming *Quizzes *Verbal feedback for written and practical work *Self and peer assessment for written and practical work *Two assessment pieces with *DIRT marking opportunities. <p>*End of rotation test.</p>

	<p>Vegetarianism</p> <p>Macro-Nutrients</p> <p>Energy and Energy Balance</p> <p>Food Science- Starch and Protein</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 : *protein: to include essential amino–acids (make up and complementation). *fats: saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids (included more on the effects of over consumption) *carbohydrates: monosaccharides, disaccharides and polysaccharides (Understanding Starches, Sugars and Dietary fibre as the three main groups of carbohydrates) * Understand the role of each of these in the diet.</p> <p>*Identify how energy requirement change due to age, life style and gender. * Know basal metabolic rate (BMR), physical activity level, (PAL) and their importance in determining energy requirements</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></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> <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>	
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Why I study DT

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

I learn Design & Technology because:

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

Cultural capital/enrichment

In year 9 students 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 (Summative and formative) Key pieces
DT rotation	<p>Project: CAD CAM skills project</p> <p>The work of other designers.</p> <p>Advantages of computer aided design and manufacture.</p>	<p>evaluate and understand the impact that Lonnie Johnson has had on contemporary design and engineering</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>Be able to analyse the work of others and apply their design principles to design concepts. (Tinker cad prototype)</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>Assessment opportunities are provided through hands down questioning, quizzes, verbal feedback, self and peer assessment and whole class feedback sheets</p> <p>In this rotation students will complete 5 assessed pieces with the opportunity to complete directed improvement reflective time activities.</p>

	<p>CAD CAM in practice.</p> <p>Research</p> <p>Energy generation</p> <p>The work of others</p> <p>Design Specification</p> <p>Design Ideas</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>Understand the importance of conducting relevant primary and secondary research To inform the production of a specification</p> <p>Understand how energy is generated and the difference between renewable and non renewable sources of energy</p> <p>Know who Zaha Hadid is and the influence she had on contemporary architecture.</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>Understand how to develop and communicate design ideas using annotated sketches and 2 point perspective drawings</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.</p> <p>Be able to conduct research activities such as Task analysis and consumer profiles.</p> <p>Be able to explain the impact of fossil fuels on the environment and explain the advantages and disadvantages of using renewable energy.</p> <p>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>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>	<p>CAD CAM key assessed pieces:</p> <ul style="list-style-type: none"> • CAD essay questions • specification • Final CAD and physical prototype • Evaluations • End of rotation test.
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	Digital prototyping	Understand how to develop prototypes using CAD	Be able produce a final prototype using CAD software such as Tinkercad and Sketchup that meets the requirements of the specification and the wants and needs of the end user.	
	Manufacturing Plan	Students will understand how to work safely in the workshop.	Be able to write a plan of make for a product that incorporates health and safety and quality control.	
	Make – Practical tasks	Be able to select from and use specialist tools, techniques, processes, equipment and machinery when in the workshop including CAD CAM	Key prototyping skills in a range of materials will be developed.	
	Evaluation of final product	Understand how to test and evaluate, develop and improved designs in future lessons. Iterative design.	Student will learn to evaluate their design throughout the design process and be able to evaluate a final prototype against a design specification and make modifications to their design taking the views of users into consideration.	