

Year 9

Curriculum Map 2025



SALE HIGH SCHOOL

Curriculum Map Year 9: Art

Intent:

Our Year 9 Art curriculum revolves around the captivating themes of Sea Life and Street Art. This comprehensive program is designed to provide students with a rich and immersive artistic experience, nurturing their creativity and critical thinking skills. Our intent is to guide students in developing their observational drawing skills, understanding and interpreting the works of artists such as Andrea Joseph, Jason Scarpace, Barbara Kruger and Banksy and enabling them to express their artistic visions using a diverse array of materials. Students will acquire advanced observational drawing skills by closely examining the intricate details and unique forms of sea life. This skill is fundamental for artistic precision.

Through the study of artists like Andrea Joseph and Jason Scarpace, students will learn to interpret and analyse the techniques, styles, and themes of these artists, enabling them to gain insights into the world of art and express their own interpretations. Completing our street art project allows students to raise awareness about global issues such as climate change, social justice, and inequality, while also creating an accessible platform for dialogue and sparking meaningful change within communities. The curriculum will encourage students to explore and experiment with various artistic media, such as collage, wax resist, sculpture and watercolour paint, providing them with a rich toolbox of creative options.

Students will work on a variety of scales, from detailed, small-scale drawings to larger, expressive works. This experience fosters adaptability and versatility in their artistic practice. Mastery of colour theory and technique will be an integral component, as students learn how to effectively use colour in their artworks, whether through the vibrancy of watercolours or the layered richness of wax resist. Students will foster an appreciation for the environmental significance of sea life and the role of art in raising awareness and promoting responsible stewardship of our oceans.

Why I study Art?

I study Art because:

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

Cultural capital/enrichment

In the Year 9 Art curriculum, cultural capital and enrichment are deeply embedded within the two key projects: Sea Life and Street Art. The **Sea Life** project introduces students to the rich diversity of marine ecosystems, emphasising the importance of environmental conservation. Through this project, students explore how artists have historically depicted the natural world, gaining an understanding of different cultures' relationships with the ocean. Students also engage with the issue of climate change and its impact on marine life, enriching their cultural awareness and critical thinking by connecting their artwork to global ecological concerns. The project broadens their knowledge of artistic techniques, such as observation drawing and mixed media, while also fostering a sense of environmental stewardship. The **Street Art** project connects students with contemporary art movements that challenge traditional boundaries and use urban spaces as a medium for social commentary. Through exploring global street art, students learn how this form of expression is a powerful tool for raising awareness about issues like social justice, identity, politics, and inequality. By studying renowned street artists and their impact on communities worldwide, students gain insight into how art can function as both a visual language and a vehicle for change. This project also encourages students to engage with the cultural significance of graffiti and public art, understanding how they reflect and influence local and global cultures.

Together, these projects offer students a rich exploration of cultural themes, artistic practices, and global issues, fostering an enriched, wellrounded perspective that extends beyond the classroom.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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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, crosshatching, 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

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.

			create depth, volume, and threedimensionality in their drawings,	
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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.

			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.	
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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 Scarpase 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 Scarpase'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 Scarpase's Work:** Analysing and discussing the work of artist Jason Scarpase to gain insights into his techniques, artistic choices, and the inspiration behind his sea life artwork.

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.

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.

			12. Critique and Feedback: Learning to give and receive constructive criticism to improve their own artwork and the artwork of their peers. 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. 14. Presentation and Display: Learning how to properly present and display their finished artwork, which may include framing, mounting, or other presentation techniques. By studying mixed media 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.	
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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.	Material Exploration: Understanding the unique properties, textures, and techniques associated with collage, wax resist, mono-printing, and acrylic paint. Mixed Media Proficiency: Learning how to combine different materials and techniques effectively to create diverse visual effects. Colour Mixing: Experimenting with colour theory, blending, and layering to achieve desired colour combinations and effects in their sea life artwork. Texture and Surface Manipulation: Developing the ability to create different textures, such as smooth, rough, glossy, or matte, using various materials. 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. Collage Construction: Practicing the arrangement and adhesion of various materials and found objects to create collaged elements in their sea life artwork. Mono-Printing Skills: Understanding the mono-printing process, including ink application, image transfer, and variations in printmaking. Design and Composition:	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.
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			Developing skills in arranging elements, shapes, and images in a visually appealing composition for their large-scale painting. 9. Imagery and Symbolism:	
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			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	
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			experimenting with a range of materials and techniques and drawing inspiration from Karin	
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			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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Curriculum Map Year 9: Computer Science

Intent:

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

Why I study Computer Science?

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

I learn Computer Science because:

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

Cultural capital/enrichment

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

Half Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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				Spelling Bees per rotation
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						• Test at the end of rotation

Sum	9.3 World of work	• Look into the modern world of work How can we assist in accessibility on computers • Effective online communication Cloud computing • Personal networks Is remote learning the future	• an overview of traditional and modern work practices; how flexibility is achieved through 24/7/365 availability; and how modern technology facilitates inclusivity and accessibility for all stakeholders • Investigate the tools available for those with visual and hearing impairments by evaluating accessibility tools and design • Prepare learners for the workplace through the evaluation of good communication practice. • Build on knowledge about the different services offered by providers of cloud computing and look at how they may or may not be an advantage to business. • Encourage learners to consider the benefits and drawbacks of working remotely to their physical and mental well-being	• Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. • There will also be 2 DIRT assessed • written pieces. 1 DIRT will be on 'The accident and emergency department of a hospital uses a computer system to decide the order in which patients are treated.' The quality of their written
	9.4 Blender	• • 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	• 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	

		• Animation of the future		• 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		• communication is assessed as well as their for, against and conclusion. 1 DIRT will be on a Blender final animation project were the will use the skills learnt to create a 3D model on computers. • 2 Spelling Bees per rotation • Test at the end of rotation

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	Students will understand the plot of and characters involved in DNA Students will understand and identify stage positioning Students will understand and identify types of theatre lighting Students will create a lighting plot for a scene from DNA Students will understand and identify types of stage configurations and elements of the backstage theatre Students will design a backdrop for scene in DNA Students will create a costume design for a character from DNA	Analyse the plot and characters of the play "DNA," improving their comprehension of dramatic narratives and character development. Be able to state the names for areas on the stage and how this effects blocking and the way objects are arranged on stage. Recognise various types of theatre lighting, its functions, and its impact on performance. Identify different stage configurations and give positive and negative reasons for to using each one. Create backdrops that align with the narrative and setting of a scene and costume designs that reflect character traits and narrative context.	Baseline exam End of topic test on key knowledge studied.

AUTUMN 2	Explorative Strategies – Blood Brothers by Willy Russell	Students will understand the plot of and characters involved in Blood Brothers Students will understand what Explorative Strategies are and how they can develop a performance Students will understand use Role Play, narration, hot-seating, still image and marking the moment effectively. Students will perform a scene from Blood Brothers which will include a range of explorative strategies.	Analyse the plot and characters of the play "Blood Brothers", improving their comprehension of dramatic narratives and character development. Learn how to use explorative strategies to develop and enhance a performance Effectively apply role play, narration, hot-seating, still image, and marking the moment as performance techniques in a theatrical context. Incorporate a variety of explorative strategies within a given scene from "Blood Brothers," demonstrating creativity, storytelling, and appropriate vocal and physical skills.	End of topic performance of a scene from Blood Brothers Winter Exam based on work studied so far in Y7, 8 & 9.
SPRING 1	Scriptwriting and Devising	Students will choose a stimulus to develop a script from. Students will develop the narrative of the chosen stimulus by brainstorming ideas about characters and structure. Students will incorporate an educational message to their piece to warn about the dangers of underage drinking. Students will put these ideas into a script which they will correctly format Students will take on the role of the director to incorporate explorative strategies into their script	Develop a stimulus from 'page to stage' using their own ideas. 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. Format a script, adhering to industry-standard scriptwriting conventions, including proper formatting of dialogue, stage directions, and character names. 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.	Quick quizzes on script formatting. Assessment is based on final script and directorial ideas.

SPRING 2	Theatre Design 2 - Hamilton	Students will identify appropriate stage designs for Hamilton stating advantages and disadvantages Students will understand the different roles and responsibilities in theatre Students will explore the role and purpose of costumes and identify the effects of different costumes in Hamilton, evaluating their effectiveness. Students will explore the role and purpose of an ensemble and identify how the ensemble work together using movement Students will understand how to create their own piece of ensemble theatre as a class Understand the purpose of a Live Theatre Review, exploring sentence structures and selecting and using appropriate terminology Understand how to plan and structure a Live Theatre Review	Analyse the plot and characters of the musical "Hamilton" improving their comprehension of dramatic narratives and character development. Understand, in more depth, the various roles and responsibilities within a theatre production, including actors, directors, designers, and technicians. Create appropriate costume designs for a character considering material, colour and condition. Recognise various types of theatre lighting and apply these to an appropriate design. 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. 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. Identify how to plan and structure a live theatre review, including organising key points, providing context, offering analysis, and forming a wellstructured critique.	End of topic live theatre review and test covering knowledge from this topic.
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SUMMER	Non-Naturalism – The Curious Incident of the Dog in the Night-time	To understand the themes of The Curious Incident of the Dog in the Night Time.' To understand the difference between Naturalistic and Non-naturalistic theatre. To have a basic understanding of the nonnaturalistic technique 'narration' and understand its purpose in the play. To understand the meaning of Physical Theatre and apply it to an extract of the play. To understand how and why Physical Theatre is used as a non-naturalistic technique in the National Theatre's production of the play. To explore the use of placards as a nonnaturalistic technique. To understand the value of Brecht's alienation technique of coming out of character. Know how to evaluate the use of nonnaturalistic techniques in The Curious Incident of the Dog in the Night time. To understand the meaning of 'Multi-role' and be able to utilise the non-naturalistic technique in a piece of drama.	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. Differentiate between naturalistic and non-naturalistic theatre styles. 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. Experiment with the concept of physical theatre and its meaning. Incorporate physical theatre into an extract of Curious Incident. Employ placards to communicate essential information and emotions within a performance. Apply multi-role to a performance. Effectively prepare for assessment by practicing and integrating a variety of non-naturalistic techniques into a performances.	End of topic performance of extract of Curious Incident using non-naturalistic techniques. Summer exam based on all topics studied over Y7, 8 & 9
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Curriculum Map Year 9: English

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

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

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

Why I study English?

I study English because:

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

Cultural capital/enrichment: In Year 9, pupils have the opportunity to attend extra-curricular clubs such as Japanese Club, SPARX Reader club and take part in an oracy competition competing against their peers in the Great Debate in the Summer 1 half term.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	A Midsummer	Pupils will learn:	-Students will revise a range of language techniques in the more	Assessment students will analyse

	Night's Dream, by William Shakespeare	• 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.	challenging language of Shakespeare such as simile, metaphor and hyperbole. -Students will learn and revise skills of language and dramatic analysis. They will be able to write full essays analysing the whole text - Students will learn important terminology such as 'Hierarchy' and they will learn how to both spell and implement these words into their writing.	an extract from the play with regards to how language is used to present a character. They will be expected to make links to context and the ideas of the playwright. Spelling Bees - key word vocabulary (twice across the half term).
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Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 2	Gothic fiction	<i>Pupils will learn:</i> • 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.	- 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)	Assessment – formative assessment will be used by way of: learning check sheets on analytical writing, peer and selfassessment. Pupils will be formally assessed on this unit at the beginning of

		- 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.	into their essay writing in preparation for year 10.	Spring 1 in their MidYear Exam.
				Spelling Bees - key word vocabulary (twice across the half term).

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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Spring 1	Mid-year exam on gothic literature followed by NGRT reading age tests. Dystopian writing.	Pupils will learn: - 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. - 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.	- 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. - Online research skills in end of unit scheme.	Mid-Year exam assessing previous half term's learning. NGRT reading age test. Assessment - students will create their own piece of dystopian writing. Spelling Bees – key word vocabulary (twice across the half term).

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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Spring 2	Of Mice and Men, by John Steinbeck.	Pupils will learn: • 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, power, 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.	- 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.	Assessment - students analyse an extract from the text and consider how language is used to present a character or theme. Spelling Bees – key word vocabulary (twice across the half term).
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Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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Summer 1	The Great Debate oracy unit. End of Year exam towards the end of this half term.	Pupils will learn: - 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: considering the use of paralinguistic features, standard-English, tone and pitch.	- 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.	Assessment – students will perform their speech to the class. They will be graded using the GCSE speaking and listening criteria of pass/merit/distinction. End of Year exam. Spelling Bees - key word vocabulary (twice across the half term).
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Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Summer 2	Poetry: Friendship and identity.	Pupils will learn: About different forms of poetry such as elegies and sonnets.	- How to approach a previously unseen poem. - How to look for meaning in the language and structure of the poem.	Assessment – students will analyse a poem.

		• Poetic techniques such as: metaphor, extended metaphor, semantic fields, caesura and free-verse. • About how these techniques create effects on the reader. • About themes such as oppression and revolution, self-love and materialism. • How to approach an analysis of a poem. • How to structure an analytical essay about a poem.	- What the conventions are for different forms of poetry. How to select words/techniques which allow you to write a lot in an analysis. - To explore ideas of the poets and find evidence which support them.	Spelling Bees – key word vocabulary (twice across the half term).
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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.

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	• • • • • The structure of the Earth • Continental Drift - Tectonic plate movement - The impacts of a volcanic eruption - The responses to a volcanic eruption - The reasons for people living in tectonic zones	• Drawing and labelling / annotating diagrams • Globe – locations and patterns of tectonic events • GIS / aerial photographs / satellite images of impacts of hazards	• 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	• Measures of development - Analysing the Demographic Transition • Model - The reasons for uneven development • Features of sustainable development - Features of aid - Evaluation of an aid project	• Presenting development data e.g. scatter graphs / line graphs • Statistical analysis of development data • Models – analysing the Demographic Transition Model	• 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	• • • Changes to climate since the Ice Age - Constructing climate graphs - The human and physical causes of climate change • The impacts of climate change - How mitigations strategies could reduce climate change	• Climate graphs – completing and analysing • Analysis of line graphs showing changes to global temperatures	• 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	• • • • The global supply of food - Reasons for uneven food supplies - Ways of improving food supply • Issues surrounding the use of nonrenewable energy - How conflict affects food supply - Causes of the global water crisis	• • Flow line maps - Proportional symbols maps	• 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	• How weathering and erosion affect the coast • How landforms are created through erosion • • The process of longshore drift • The formation of a spit • Features of hard and soft engineering	• Potential off-school grounds fieldwork to Conwy • • OS maps – identifying features • Sketch maps from OS maps • Field sketches from photographs	• 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	• How the built environment affects crime • • Patterns of disease on a global scale • The impacts of epidemic diseases • The impacts of modern-day of conflict	• • Topographic / choropleth maps • GIS / overlay maps • Using data to analyse trends	• 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. •

Curriculum Map Year 9: History

Intent:

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

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

Year 9 – 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 dictatorships 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 Britain 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	Key knowledge	Assessment opportunities
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		Skills increase in difficulty and outcome throughout the curriculum and year groups		(Summative and formative) Key pieces
Autumn 1	European tension and the rise of Fascism	Students will be able to: - 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	Students will know - The causes 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	Quizzes (in class and homework) Online learning tasks Mid-Unit Assessment – interpretations on the rise of Hitler End of Unit Assessment – similarities of European dictators
Autumn 2	Causes and events of World War Two	Students will be able to: - 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	Students will know - Reasons why Britain and France followed the policy of appeasement - The causes / 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	Quizzes (in class and homework) Online learning tasks Winter Exam – include all topics studied up until this point Mid-Unit Assessment – narrative of the causes of WW2 End of topic Assessment – evaluation on the turning point of WW2

Spring 1	Holocaust and genocide	Students will be able to: • 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	Students will know • 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	Quizzes (in class and homework) Online learning tasks Mid-Unit Assessment – Source utility
Spring 2	Holocaust and genocide continued	Students will be able to: • Evaluate who was responsible for the holocaust • Explain the events of other genocides after the holocaust including Cambodia, Rwanda and Darfur.	Students will know • Role of different groups involved in the holocausts – perpetrators, collaborators and bystanders. • Cause and consequences (short term and long term) of genocides	Quizzes (in class and homework) Online learning tasks End of Unit Assessment – Holocaust responsibility evaluation
Summer 1	Civil Rights Movement	Students will be able to: • Explain the roles of individuals and events that shaped the American Civil Rights movement • Analyse multiple push/pull factors influencing migration to Britain.	Students will know • Experience for African Americans after the Emancipation proclamation • Reactions to segregation laws and the individuals involved in the American Civil Rights movement • Push and pull factors which have influenced migration to Britain.	Quizzes (in class and homework) Online learning tasks Mid-Unit Assessment – source interpretation on Windrush Summer Exam – test all topics studied this year up until this point

Summer 2	Civil Rights Movement continued	Students will be able to: • 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	Students will know • 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	Quizzes (in class and homework) Online learning tasks Mid-Unit Assessment – problems faced by the Black British community between 1948 and 1981 End of Unit Assessment – similarities between the American and British Civil Rights Movements
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Curriculum Map Year 9: Maths

Intent:

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

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

Why I study Maths?

"I learn mathematics because:

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

Cultural capital/enrichment

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

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Probability 1	Students will be able to: - 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 - 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: - equations. - solve equations with the variable on both sides. - solve equations with fractional coefficients - solve equations with brackets and fractions.	Students will know - 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: - 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 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: • Use formulae • write formulae. • change the subject of a formula.	Students will know • The difference between equations and expressions • How to use the balance method of algebra manipulation	Key skills 5 minutes starters End of topic review
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	Shapes 1	Students will be able to: • 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.	Students will know • the concepts of area and volume • the formulae for finding area, surface area and volume •	Key skills 5 minutes starters End of topic review Marked piece Winter summative exam.
Spring 1	Algebra 3	Students will be able to: • 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.	Students will know • 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	Key skills 5 minutes starters End of topic review Marked piece

	Ratio 1	Students will be able to: • 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.	Students will know • understand what simple interest is • Different methods of finding a percentage increase and decrease	Key skills 5 minutes starters End of topic review
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	Shapes 2	Students will be able to: • 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.	Students will know • 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	Key skills 5 minutes starters End of topic review
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	Data 1	Students will be able to: - 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.	Students will know - different types of data - Know different measure of centrality and spread.	
Spring 2	Number 2	Students will be able to: - multiply one mixed number by another. - divide one fraction or mixed number by another.	Students will know - how to convert between mixed and improper fractions	Key skills 5 minutes starters End of topic review Marked piece
	Number 3	Students will be able to: - Calculate and estimate problems involving powers, roots, fractions and brackets - Operate with powers of 10	Students will know - the first 3 laws of indices - and use zero powers and negative powers - Percent	Key skills 5 minutes starters End of topic review

	Algebra 4	Students will be able to: draw graphs from real-life situations to illustrate the relationship between two variables.	Students will know 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: draw and use real-life graphs.	Students will know - 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: • use Pythagoras' theorem to solve problems.	Students will know • how to prove Pythagoras' theorem • Pythagoras triples •	Key skills 5 minutes starters End of topic review
	Data 2	Students will be able to: • Find mean average a from grouped frequency • Find median average from a grouped frequency	Students will know • 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: • 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 • Draw algebra graphs by substitution	Key skills 5 minutes starters End of topic review Summer summative exam
	Ratio 3	Students will be able to: • use ratio to compare lengths, areas and volumes of 2D and 3D shapes.	Students will know • How recognise congruent shapes. • •	Key skills 5 minutes starters End of topic review
	Shapes 3	Students will be able to: • 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 • what the trigonometric ratios sine, cosine and tangent are. •	Key skills 5 minutes starters End of topic review

Curriculum Map Year 9: MFL Spanish

Intent VISION

Our department's vision is to develop our students skills and confidence to consider themselves **global citizens** who belong to a **multicultural world**.

We aim to cultivate our students' **curiosity of other countries' culture and language**.

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

INTENT

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

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

Why I study a modern language?

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

Cultural capital/enrichment

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

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

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

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

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

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

Half term	Topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Aut	Clothes and tourism	Clothes - describing uniform with opinions - Describe what you wear for different occasions (3 tenses) Tourism ** (ref to UL unit 11) - Describing places of interest - Describe the weather -Talk about where you go on holiday and how you travel - Talk about what activities you do on holiday -Consolidate the past tense to talk about past holidays: where you went, what you did..	CCT 1 – <i>clothes</i> RP & P/C Assessment 1: Reading on clothes CCT 2 – <i>holiday preferences</i> Assessment 2: Winter exams <i>R & L Cross topic KS3</i>
Spring	Entertainment	Going out - arranging to go out and meet up Films – say what films you like and dislike and why - Say where you went last weekend and what you did Technology – say what technology you use and when	CCT 1 –PC going out/films 40/90 word Speaking Assessment
Summer	health	Health - Describe body parts - Say what is wrong with you - Talk about illness and remedies Talk about healthy lifestyles ** UL Unit 10 Festivals and celebrations. - Spanish festivals, cuisine, customs - Compare to UK festivals - A recent celebration A festival I would like to go to	CCT 1 -<i>illness</i> Role play & P/C Summer Exams Reading, Listening, Writing

Curriculum Map Year 9: Music

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
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AUTUMN lessons (6)	Reggae	Students will understand the history and context of Reggae music. Students will understand and identify key instruments and features of Reggae music and explain how it creates the characteristic Reggae ‘feel’. Students will know some key facts about Bob Marley and be able to discuss the features of his music ‘Three Little Birds’. 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. Students will be able to name bass clef notes that fell within the staff. (Some) students will create lyrics to their own Reggae song	Identify instruments, bass riff, back beat by ear and be able to explain what they are and the effect they have on the listener. Confidently talk about Bob Marley, his personal and musical history and name at least two hit singles. Name any note within the bass clef staff by using the ‘add two’ rule from the treble clef knowledge in years 7 and 8 Explain the meaning of a ‘tied’ note and demonstrate in practical task. Explain the meaning of ‘key’ and how to create chords from a given scale using the hit/miss/hit/miss/hit technique. Know/use the technical term for the 1st (tonic), fourth (sub-dominant) and 5th (dominant) degrees of the scale. Explain and demonstrate a chord in its root and inverted positions. Play a sustained chord sequence to a steady beat (some with a backbeat) 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.	Teacher observation of individual keyboard progress Bob Marley homework Creating chords homework Winter theory exam
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SPRING lessons (6)	Minimalist Music	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. 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. 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. 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.	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) 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.) 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. Compose a 12 beat motif. Work as part of an ensemble to perform either the motif or phase shift element of a clapping composition, maintaining their part with confidence. 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. Self-evaluate the performance.	Minimalist listening homework. Teacher assessment of Clapping Music. Teacher observation of keyboard progress/performance. End of topic theory exam.
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SUMMER lessons (6)	Music for Film and Gaming	To understand the role of music in the world of film and gaming To understand how a short score works and be able to follow it. To explore the features of 'Star Wars', and its effectiveness as a piece of diegetic music. To draw comparisons with gaming music and the effect the music has on the target audience 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. 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.	Explain the purpose of film and video gaming music, in particular the role of the leitmotif. Analyse a leitmotif and compose a simple and effective melody line. 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. Follow a score using bar numbers, quoting bar numbers when identifying key features. Give the meaning of diegetic and non-diegetic music. Create a melody using step and leaps (conjunct and disjunct movement) 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. Perform a composition with confidence Evaluate a composition.	Teacher observation of knowledge/vocab during score analysis (questioning). Composition notes and teacher observation of final performance. End of topic theory exam.
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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
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	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
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		How to perform a skill in a more pressured situation and how to alter decisions based on the new information. 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	Ball striking Creating and manipulating space Moving with the ball Attacking Defending Wing play Playing through midfield Press / Pass and move Switching play Implementation of skills into games	block (every 4 weeks) but 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 extracurricular activities
	Basketball	Making and applying decisions Evaluating and improving performance Developing skills and performance	Passing Dribbling Movement Shooting Half-court defence Effective movement around the key Implementation of skills into games	
	Rugby	Outwitting opponents Developing tactical awareness Team work and cooperation Communication skills Elements of GCSE content will be included such as: - Names of major muscles - Components of fitness - Movement and muscle contractions	Grip and carry Ball handling Receiving and releasing Tackling Rucks Mauls Line-outs Switch/scissor pass Implementation of skills into games	

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?	Footwork Passing Dribbling	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
	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: - 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	students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extracurricular activities
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
	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 Making and applying decisions	CV endurance Speed Muscular Strength Muscular Endurance Flexibility Agility Power Training methods Fitness testing HR calculations	

	Badminton	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: - 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	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 extracurricular 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	How to perform a skill in a more pressured situation and how to alter decisions based on the new information. 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 Making and applying decisions	Ball mastery Receiving and releasing Ball striking Creating and manipulating space Moving with the ball Attacking Defending Wing play Playing through midfield Press / Pass and move Switching play Implementation of skills into games	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 extracurricular activities
	Badminton	Evaluating and improving performance Developing skills and performance Outwitting opponents	Selection of shots Movement around the court Service rules Doubles and singles tactics Front and back v Side by side Shot sequences	
	HRF	Team work and cooperation Communication skills		
	Lacrosse	Elements of GCSE content will be included such as: - 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?	Sprinting Pacing Jumping Throwing Relay technique	Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into
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		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.
	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	Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.
	Softball	This will involve accurate application 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: - Names of major muscles - Components of fitness - Movement and muscle contractions	Throwing Catching with mitt Batting Bowling Ground Fielding Base running and tagging Rules and Regulations Implementation of skills into games	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 extracurricular activities

Block 3 Girls	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? How to perform a skill in a more pressured situation and how to alter decisions based on the new information.	Sprinting Pacing Jumping Throwing Lane technique Relay technique	Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into
	Rounders	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	Throwing Catching Batting Bowling Ground Fielding Rules and Regulations Implementation of skills into games	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	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: - Names of major muscles - Components of fitness - Movement and muscle contractions	Throwing Catching Batting Bowling Ground Fielding Rules and Regulations Implementation of skills into games	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 extracurricular activities

Curriculum Map Year 9: Religion and Ethics

Intent:

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

Sequencing:

At KS3, students will begin by exploring the fundamental philosophical inquiries such as “What is a worldview?”, leading into an in-depth examination of various religious traditions, such as the Abrahamic Religions in Year 7 and the Dharmic Religions in Year 8. In Year 8, students will also be encouraged to consider atheism as a worldview, and the challenges that it poses to religious belief. Students will also receive an opportunity to apply the knowledge gained in Year 7 and 8 by considering questions around matters of ethics, life and death, equality and extremism. 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	Life and Death (Philosophy, Theology & Sociology)	Students will be able to: - Define and explore the concept of justice, and explain why deciding the "right thing to do" can be complex and challenging. - Analyse Philippa Foot's trolley problem and apply it to real-life ethical dilemmas. - Explain and evaluate St Thomas Aquinas' Natural Moral Law, including the Primary and Secondary Precepts. - Explain and evaluate Joseph Fletcher's Situation Ethics. - Investigate and form reasoned arguments on ethical issues such as abortion, euthanasia, capital punishment, and animal rights. - Compare and contrast different ethical theories and apply them to contemporary moral questions.	Students will know: - An introduction to the concept of Justice and the challenges of considering the right thing to do. - Philippa Foot's trolley problem. - St Thomas Aquinas' Natural Moral Law, including the Primary and Secondary Precepts and its criticisms. - Joseph Fletcher's Situation Ethics, including the concept of agape love, insight into 1960s counter-culture and its criticisms. - Definitions and distinction of Sanctity and Quality of life, considering the religious and non-religious lens on the value of life. - Ethical issues, such as abortion, euthanasia, capital punishment, animal rights.	Mid-Unit Test: Keywords, Key Concepts, Extended Writing: 'Euthanasia should be legal in the UK' – Evaluate.

Unit 2	Issues of Equality (Sociology, Philosophy)	Students will be able to: - Explore and compare a range of religious teachings that support equality, and critically assess challenges in interpreting scripture. - Analyse how perceptions of race in religious texts have changed over time. - Evaluate the impact of Martin Luther King Jr. and Malcolm X in promoting racial equality. - Discuss how religious texts have been used both to promote and restrict gender equality. - Explain the extent of persecution faced by the LGBTQIA+ community and assess how religious beliefs have acted as both barriers and sources of support. - Identify attitudinal, environmental, and institutional barriers faced by disabled people, and evaluate religious responses that challenge or reinforce these barriers.	Students will know - The concept of equality and consider why it is important for a prosperous society. - A range of religious teachings on the topic of equality, its support and the challenges with interpretations of scripture. - How perceptions of race in scripture have evolved overtime, from scripture that has justified to Liberation Theology. - The work of Martin Luther King and Malcolm X as two individuals who fought for racial equality using religion as their inspiration for social change. - How different presentations of gender within scripture and how scripture is used to both further gender equality but also hold it back. - The extent of the persecution against the LGBTQIA+ community, understanding how religion has served as a barrier to equality. - How attitudinal, environmental and institutional barriers in society impact disabled people and the religious attitudes that have both supported and challenges these views.	End of Unit Test: Keywords, Key Concepts, Extended Writing: “Explain how scripture has been used to justify unfair treatment, and how new understandings have led to movements like Liberation Theology that promote equality and justice.”
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Unit 3	Philosophy: Thoughts that have changed the world. (Philosophy)	Students will be able to: - 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.	Students will know: - 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.	Mid-Unit Test: Keywords, Key Concepts, Extended Writing: 'It is reasonable to argue that we cannot rely on our senses for knowledge (empiricism)'. Discuss using examples from Plato OR Descartes.
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Unit 4	Extremism: (Sociology, Theology)	Students will be able to: - Explain how extremism relates to opposition to fundamental British values such as democracy, the rule of law, individual liberty, and mutual respect. - Identify and evaluate contributing factors to extremist thinking, including the role of conspiracy theories and misinformation. - Analyse how extremist ideologies have led to real-world consequences, using case studies such as anti-Semitism, the Holocaust, ultra-nationalism, and terrorism. - Explain the difference between free speech and hate speech, and reflect on the ethical challenges of balancing freedom of expression with protection from harm. - Explain how society can respond to extremism while upholding democratic values and human rights.	Students will know: - What the term 'extremism' means as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.' - That our beliefs fall on a spectrum and it is when people's beliefs fall towards the end of this spectrum that this is when we might consider their beliefs 'extreme'. - Contributing factors to forming extremist positions by looking at things such as conspiracy theory. - How these dangers become manifest in a study of anti-Semitism and the Holocaust as well as understanding ideas of ultranationalism and terrorism. - Free speech and hate speech where they will think about the lines between freedom of speech and censorship	Mid-Unit Test: Keywords, Key Concepts, Extended Writing: "Explain how extreme beliefs can develop and what factors contribute to them. Consider how society can respond to extremism while protecting freedom and democracy."
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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 AQA exam board.

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

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

Why study Science?

"I learn science because:

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

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

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	9I & J – Forces and motion, force fields and electromagnets.	Pupils will also learn: -the relationship between average speed, distance and time ($\text{speed} = \text{distance} / \text{time}$) and the representation of a journey on a distance–time graph. -relative motion: trains and cars passing one another. -work done and energy changes on deformation. -non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. -forces as pushes or pulls, arising from the interaction between two objects and using force arrows in diagrams.	Pupils will learn: -how to apply mathematical concepts and calculate results. Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places.	Baseline 30 mark knowledge test. End of topic test I & J – Forces and motion, force fields and electromagnets. Literacy – 6 mark question

		-forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. -forces measured in newtons. -energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change. Pupils will also learn: -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 $g = 10 \text{ N/kg}$.	Literacy skills: - write material in different styles depending on the purpose and format. Maths skills: calculate results, draw and interpret distance–time graphs, calculate average (mean) speed from a distance– time graph, substitute into formulae	Spelling bees – 9IJ
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Autumn 2	Year 9 Biology transition to GCSE (Disease, control systems, testing medicines, ecology) Year 9 Chemistry transition to GCSE (Ions, energy transfers, rates of reaction, chemical equations, standard form, equilibria)	Pupils will learn: -how substances are transported into and out of cells through diffusion and osmosis. -the need for exchange surfaces in terms of surface area:volume ratio -Some of the substances transported including: oxygen, carbon dioxide, water, dissolved food molecules, mineral ions and urea. - the difference between communicable and non-communicable diseases and describe how communicable diseases (caused by viruses, bacteria, protists and fungi) are spread in animals and plants. -the process of discovery and development of potential new medicines, including preclinical and clinical testing. - how the structure of the nervous system is adapted to its functions -describe the principles of hormonal coordination and control by the human endocrine system- -describe how to carry out a field investigation into the distribution and abundance of organisms in an ecosystem and explain how to determine their numbers in a given area. Pupils will be able to -describe the arrangement of chemical bonds in ionic compounds, simple molecules, giant covalent structures, polymers and metals. -use chemical symbols to write the formulae of elements and simple covalent and ionic compounds. - the atom has a positively charged nucleus surrounded by negatively charged electrons. - distinguish between endothermic and exothermic reactions on the basis of the temperature change of the - describe the effect of changes in temperature, concentration, and surface area on rate of reaction -that some reactions may be reversed by altering the reaction conditions.	Pupils will learn: -how to apply mathematical concepts and calculate results. Process data and give answers to an appropriate degree of accuracy, using significant figures and decimal places. Literacy skills: - write material in different styles depending on the purpose and format. Maths skills: calculate results, use formula to balance equations.	End of topic test from biology transition. End of topic test from Chemistry transition. Literacy task – 6 mark question - Transition Chemistry - difference between Mendeleev's PT and the modern PT Spelling bees – Transition words Chemistry and Physics
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		-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.		
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Spring 1	Year 9 Physics transition to GCSE (Differences, fields. Cause and effect, models, variable and graphs) B1- Cell Biology	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. Pupils will also learn: -The structures and functions of plant and animal cells (eukaryotic cells) -to demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, including the use of standard form. -The structures and functions of Bacterial cells (prokaryotic cells. - understand how microscopy techniques have developed over time, describing light and electron microscopes. -to carry out calculations involving magnification, real size and image size using the formula $\text{magnification} = \frac{\text{image size}}{\text{real size}}$. - to explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism. -Cells may be specialised to carry out a particular function: sperm cells, nerve cells and muscle cells in animals, root hair cells, xylem and phloem cells in plants. -the importance of cell differentiation. -Substances may move into and out of cells across the cell membranes via diffusion. -Factors which affect the rate of diffusion - to calculate and compare surface area to volume ratios. -Water may move across cell membranes via osmosis and measure the rate of osmosis by water uptake. -Active transport moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration -in body cells the chromosomes are normally found in pairs. Cells divide in a series of stages called the cell cycle. Students should be able to describe the stages of the cell cycle, including mitosis. Start C1 below	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. Recognise, draw and interpret images of cells. Literacy skills: answering extended writing GCSE questions. Maths skills: use a scatter diagram to identify a correlation between two variables, translate information between graphical and numeric form. Demonstrate an understanding of number, size and scale and the quantitative. Use prefixes centi, milli, micro and nano.	Mid Year Exam – Knowledge test of all content covered to date. End of topic test from Physics transition. Literacy task – 6 mark question. Spelling bees
Spring 2	C1 Atomic Structure and the periodic Table,	Pupils will be supplied with a periodic table for the exam and should be able to use it and learn: - the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7, and other elements -name compounds of these elements from given formulae or symbol equations - write word equations for the reactions, write formulae and balanced chemical equations for the reactions. And write balanced half equations and ionic equations where appropriate. - describe, explain and give examples of the specified processes of separation	Pupils will learn: -an appropriate experimental technique to separate a mixture, knowing the properties of the components of the mixture Use estimations and explain when they should be used.	End of topic test. Literacy – 6 mark question

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

Summer 2	P1 - Energy	Pupils will learn: - to use calculations to show on a common scale how the overall energy in a system is redistributed when the system is changed. - to calculate the amount of energy associated with a moving object, a stretched spring and an object raised above ground level. - Explain the specific heat capacity of a substance is the amount of energy required to raise the temperature of one kilogram of the substance by one degree Celsius. - to give examples that illustrate the definition of power eg comparing two electric motors that both lift the same weight through the same height but one does it faster than the other. -to describe with examples where there are energy transfers in a closed system, that there is no net change to the total energy. -to describe, with examples, how in all system changes energy is dissipated, so that it is stored in less useful ways. This energy is often described as being 'wasted'. - to explain ways of reducing unwanted energy transfers, for example through lubrication and the use of thermal insulation. The higher the thermal conductivity of a material the higher the rate of energy transfer by conduction across the material. - to describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls. -to know the definition of thermal conductivity - to describe ways to increase the efficiency of an intended energy transfer describe the main energy sources available -distinguish between energy resources that are renewable and energy resources that are nonrenewable -compare ways that different energy resources are used, the uses to include transport, electricity generation and heating -understand why some energy resources are more reliable than others consider the environmental issues that may arise from the use of different energy resources - show that science has the ability to identify environmental issues arising from the use of energy resources but not always the power to deal with the issues because of political, social, ethical or economic considerations.	Pupils will learn: Investigate the transfer of energy from a gravitational potential energy store to a kinetic energy store. Investigate thermal conductivity using rods of different materials. Literacy skills: answering extended writing GCSE questions. Maths Skills: Students should be able to apply relevant equations which are given on the Physics equation sheet.	End of topic test Literacy task – 6 mark question
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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
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Technology rotation	Factors influencing people food Choices	* 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. * Know how the choices that people make about certain foods can be influenced by religion, culture, ethical belief, medical reasons or personal Choices. * Develop some of the research skills needed for KS4 NEA tasks.	Be able to evaluate how different factors including culture and lifestyle changes influence people's food choice.	Assessment opportunities are provided through: * 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. * End of rotation test.
	Introduction to research and data analysis		Be able to gather research from different sources and draw conclusions from their findings.	
	Nutritional needs of teenagers and one other age group	* Understand how two life-stages our nutritional needs: teenagers and one other from here: toddlers, early, middle and late adulthood. * Know of diet related health conditions such as intolerances and allergies; obesity, type 2 diabetes, cardiovascular disease	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.	
	Food related health conditions	* Awareness of how individuals with a vegetarian lifestyle needs to take care in their	Be able to explain these food related conditions, their impact on the person's health, foods to avoid or reduce and alternatives	
	Vegetarianism			

		selection of foods to meet their nutritional needs (Linked to teenager's needs) 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. *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 *Understand the effect of dry and moist heat on starch (gelatinisation and dextrinization) *Know what happens to protein when heated and agitated (eggs)	Be able to discuss why people become vegetarians and how vegetarians can maintain a healthy diet. Be able to define macronutrients and micronutrients in relation to human nutrition. Be able to identify in detail the types, sources and functions of each macro nutrients including the effect of over consumption. 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. 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. Be able to apply their understanding of gelatinisation and the effect of heat and agitation on protein when making of starchbased sauces and meringues.	
	Macro-Nutrients Energy and Energy Balance			

	Food Science- Starch and Protein Preparation and cooking techniques	<u>Preparing and cooking foods : International and British cuisine:</u> Chicken Fajitas, Pasta bake, Swiss roll, Cottage pie, Jamaican Patties/ Sausage roles, ,Risotto,	Be able to prepare and make a broader range of dishes from different cultures to produce good quality outcomes.	
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		Fresh pasta, Pasta sauce, Chinese dumplings, Victoria sponge *Become competent in using a broader range of cooking techniques; selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes. evaluating dishes made using sensory descriptors ; reflecting on their overall performance and the nutritional content	Be able to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption. Be able to manage the time effectively when making single dishes and meals. Be able to work independently: make own judgements, e.g. cooking time, manipulating taste, texture and appearance when cooking. Be able to use sensory descriptors and appropriately and correctly when evaluating dishes made. Be able to evaluate a dish based on its nutritional benefits. Be able to adapt and use their own recipes to meet a range of dietary needs and life stages.	
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Curriculum Map Year 9: Tech-Design & Technology

Intent

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

Why I study DT

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

I learn Design & Technology because:

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

Cultural capital/enrichment

In year 9 students 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
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DT rotation	Project: CAD CAM skills project The work of other designers. Advantages of computer aided design and manufacture. CAD CAM in practice.	evaluate and understand the impact that Lonnie Johnson has had on contemporary design and engineering Understand what CAD CAM is and how it is used in the manufacturing process. Understand the advantages and disadvantages of modern manufacturing techniques. Understand the impact CAD CAM will have on the manufacturing industry in the near future.	Be able to analyse the work of others and apply their design principles to design concepts. (Tinker cad prototype) 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.	Assessment opportunities are provided through hands down questioning, quizzes, verbal feedback, self and peer assessment and whole class feedback sheets In this rotation students will complete 5 assessed pieces with the opportunity to complete directed improvement reflective time activities. CAD CAM key assessed pieces: • CAD essay questions • specification
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		Know how to use CAD and CAM to design and manufacture products.	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.	• Final CAD and physical prototype • Evaluations • End of rotation test.
	Research	Understand the importance of conducting relevant primary and secondary research To inform the production of a specification	Be able to conduct research activities such as Task analysis and consumer profiles.	
	Energy generation	Understand how energy is generated and the difference between renewable and non renewable sources of energy	Be able to explain the impact of fossil fuels on the environment and explain the advantages and disadvantages of using renewable energy.	
	The work of others	Know who Zaha Hadid is and the influence she had on contemporary architecture.	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.	
	Design Specification	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.	Be able to write a design specification based on research. Be able to generate a range of design ideas that meets the needs and wants of an	

	Design Ideas	Understand how to develop and communicate design ideas using annotated sketches and 2 point perspective drawings	identified user. The ideas should reflect what was also stated in the design specification.	
	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.	