

Year 9 Curriculum Provision

Subject	Autumn	Spring	Summer
English/Literacy	<ul style="list-style-type: none"> • Non-fiction writing – Writing to inform, explain and describe – Theme Parks. • Fiction reading – Book study. 	<ul style="list-style-type: none"> • Fiction writing – Writing to imagine, explore and entertain – play scripts. • Non-fiction reading – Pre and Post 1914 Reading. 	<ul style="list-style-type: none"> • Fiction and Non-fiction writing – using film to extend writing. • Fiction reading – Stories from other cultures.
<p>The English curriculum at Baycroft School is designed to teach all three attainment targets from the National Curriculum. 20% of teaching time is dedicated to the teaching of speaking and listening skills, with the remainder being equally divided into reading and writing skills. A Speaking and Listening focus will accompany each scheme of work. Texts and tasks are differentiated to suit differing abilities. All KS3 students use the First News reading scheme for one lesson a week and all students take part in Accelerated Reader.</p>			
Maths	<ul style="list-style-type: none"> • Number and place value • Addition • Subtraction • Multiplication • Division • Statistics – sorting, interpreting and representing data • Measure – length and distance, perimeter, area • Time • Fractions – shape and numbers • Algebra – number facts, sequences and equations 	<ul style="list-style-type: none"> • Place value with addition and subtraction • Place value with multiplication and division • Calculator and number problems • 2D and 3D shapes and properties • Position and direction • Algebra – number facts, sequences and equations • Fractions • Ratio and proportion • Weight and capacity • Statistics – collection and presenting data 	<ul style="list-style-type: none"> • Money and related number problems • Rounding, estimating, calculating and checking • Angles and 2D shape • Position and direction • Statistics – graphs and averages • Fractions, decimals and percentages • Temperature • Time • Numeracy skills

Science	<ul style="list-style-type: none"> • Evolution and Inheritance • Properties and changes of materials 	<ul style="list-style-type: none"> • Plants • Science for Life - Physics 	<ul style="list-style-type: none"> • Science for Life – Chemistry • Science for Life - Biology
Geography Year 9	<p>Students studying Geography at Key Stage 3 will follow the 2014 National Curriculum. Units of work studied will progress students learning so that they will:</p> <ul style="list-style-type: none"> • extend their knowledge of the world’s major countries and their physical and human features • extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on the America’s, Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. • understand physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts • human geography relating to: population and urbanisation • understand how human and physical processes interact to influence, and change landscapes, environments and the climate • build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field • interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • use Geographical Information Systems (GIS) to view, analyse and interpret places and data • complete fieldwork tasks to understand how geographical processes impact on their local area 		

Students studying Geography will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will undertake a mixture of written, oral and practical activities.

Students in **Year 9 (2017-2018)** will study the following topics in Geography:

BLUE PLANET (Term Autumn 1)

Students will investigate the Earth's water, including where it is found and how it impacts on the climate and landscape of a place. Students will consider the geographical properties and processes of water from Ice-caps, Oceans, Glaciers, Lakes, Rivers and atmospheric water. Students will consider how water is a resource which is plentiful for some but scarce for others and how this impacts on their living conditions.

Transport and Travel (Term – Spring 1)

Students will identify different methods of travel, investigate timetables and cost of using different types of transport, consider why people travel as well as conflicts which occur with different transport users. Students will investigate the theme of sustainable transport and what the benefits of this mean.

GLOBAL TOURIST (Term – Summer 1)

Students will investigate where the world's major tourists destinations and gateways are and consider both their appeal and impact of mass tourism on these areas.

History Year 9

Students studying History at Key Stage 3 will follow the 2014 National Curriculum. Units of work studied will progress students learning so that they will:

- know and understand the history of the United Kingdom, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry, including how evidence to make historical claims
- gain historical perspective by understanding the connections between local, regional, national and international history

Students studying History will be encouraged to undertake independent research, use Primary and Secondary sources of information, handle artefacts and undertake investigations outside of the classroom. Students will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will undertake a mixture of written, oral and practical activities.

Students in **Year 9 (2017-2018)** will study the following topics in History:

World War 2 (Term – Autumn 2)

The key aims of this topic include:

- Using Primary and Secondary sources of Historical information.
- Creating timelines and ordering significant events of the war.
- Using literacy to find out about and describe key events/people from WW2.
- Investigating Winston Churchill and Adolph Hitler's leadership.
- Studying aspects of life on the Home Front.
- Understanding the consequences of significant Army, Naval and Air Battles.
- How did D-Day turn the tide of the war?
- What happened after Victory in Europe?

Local History Study (Term – Spring 2)

Students will participate in a local history study where they identify key people and their achievements within the local area of the school. Students will look at various sources of information and hard evidence from field work and offsite visits to gain a better understanding of how these people have influenced our lives today.

	<p align="center">Explorers of the 20th Century (Term – Summer 2)</p> <p>Students will look at the significant contributions of explorers on Earth, below the oceans and into Space from 1900 until 1999. Students will look at challenges that were overcome, discoveries that were made and what future challenges await.</p>		
<p>Drama</p>	<ul style="list-style-type: none"> • Use a variety of drama games and stimuli to encourage different emotions. • Use script starter techniques which the students can develop into short improvisation pieces. • The second half of the term will centre on World War 1. • Create our own war song chant and through role play try to emulate the feelings of those involved during the war. 	<p>Debate.</p> <ul style="list-style-type: none"> • The Quarry proposal. • Floods in Holland. • Dialogue. <p>OLD AGE</p> <ul style="list-style-type: none"> • Mood and Emotion. • Role play. • Soap Operas. • American civil rights. 	<ul style="list-style-type: none"> • Bullying drama. • Understand feelings of victim. • Interview role play. • Script “Where’s the blame?” • Communication • TV programme • Radio programme
<p>Technology (an 8 week rotation of the following subjects: Resistant Materials, Textiles, Food and Lifeskills)</p>	<p>Resistant Materials: Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end product that has been made using increasingly independent skills and hand tools.</p> <ul style="list-style-type: none"> • Making an Electronic Solar Powered Light. <p>Textiles:</p> <ul style="list-style-type: none"> • Making Seasonal textiles 	<p>Resistant Materials : Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end product that has been made using increasingly independent skills and hand tools.</p> <ul style="list-style-type: none"> • Making an Electronic Solar Powered Light. <p>Textiles:</p> <ul style="list-style-type: none"> • Making Seasonal textiles 	<ul style="list-style-type: none"> • Resistant Materials : Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end product that has been made using increasingly independent skills and hand tools. • Making an Electronic Solar Powered Light. <p>Textiles:</p> <ul style="list-style-type: none"> • Making Seasonal textiles

	<ul style="list-style-type: none"> Using skills such as pinning, tacking, pressing and using electric sewing machine. <p>Food:</p> <ul style="list-style-type: none"> Basic safety, hygiene, nutrition and equipment use. <p>They will make the following dishes:</p> <ul style="list-style-type: none"> Ratatouille and couscous, Chick pea curry and rice, Dutch apple cake, Risotto, Sizzling stir fry, Fajitas and Quick vegetable lasagne. <p>Community placement/Lifeskills:</p> <ul style="list-style-type: none"> Home Management which include making a healthy snack, Cleaning and tidying a room Washing and ironing clothes Knowing about safe use of gas Water and electricity. 	<ul style="list-style-type: none"> Using skills such as pinning, tacking, pressing and using electric sewing machine. <p>Food:</p> <ul style="list-style-type: none"> Basic safety, hygiene, nutrition and equipment use. <p>They will make the following dishes:</p> <ul style="list-style-type: none"> Ratatouille and couscous, Chick pea curry and rice, Dutch apple cake, Risotto, Sizzling stir fry, Fajitas and Quick vegetable lasagne. <p>Community placement/Lifeskills:</p> <ul style="list-style-type: none"> Home Management which include making a healthy snack, Cleaning and tidying a room Washing and ironing clothes Knowing about safe use of gas Water and electricity. 	<ul style="list-style-type: none"> Using skills such as pinning, tacking, pressing and using electric sewing machine. <p>Food:</p> <ul style="list-style-type: none"> Basic safety, hygiene, nutrition and equipment use. <p>They will make the following dishes:</p> <ul style="list-style-type: none"> Ratatouille and couscous, Chick pea curry and rice, Dutch apple cake, Risotto, Sizzling stir fry, Fajitas and Quick vegetable lasagne. <p>Community placement/Lifeskills:</p> <ul style="list-style-type: none"> Home Management which include making a healthy snack, Cleaning and tidying a room Washing and ironing clothes Knowing about safe use of gas Water and electricity.
PDLR	<ul style="list-style-type: none"> Who decides Risks and pressures 	<ul style="list-style-type: none"> We are all different It's my body 	<ul style="list-style-type: none"> Being involved in my community Looking at the world
PE	<ul style="list-style-type: none"> Health and safety in PE, Tennis, Hockey. 	<ul style="list-style-type: none"> Gymnastics and vaulting. Orienteering 	<ul style="list-style-type: none"> Football, Netball, Basketball, Hockey.
Art	<p>Textile Wall Hangings</p> <ul style="list-style-type: none"> Drawing & textile manipulation 	<p>Textile Wall Hangings</p> <ul style="list-style-type: none"> Drawing & textile manipulation 	<p>Aboriginal Art</p> <ul style="list-style-type: none"> Mixed media & clay

<p>Music</p>	<p><u>UNIT 1</u> <u>Band Guitar and Vocals</u></p> <ul style="list-style-type: none"> • Students develop an understanding of 20th century Band music exploring Rock and Roll and develop basic drumming skills and vocal skills • Students participate in small ensemble work developing vocal / singing skills performing excerpts or solos from current music in the Rock and Pop genre. <p><u>UNIT 2</u> <u>Classical Guitar and Composer - Rodrigo</u></p> <ul style="list-style-type: none"> • Students will find out about at least one classical composer for the Guitar (Joaquin Rodrigo) and explore the developments and changes in guitar form Acoustic guitar to electric guitar. • Students will develop their own performing skills and knowledge of tab nomenclature and participate in small group and large ensemble performance. • Students will learn to perform major and minor keys exploring modality. 	<p><u>UNIT 3</u> <u>Keyboards</u></p> <ul style="list-style-type: none"> • Students revise the use of keyboard skills and their understanding of musical notation. • Students learn the key terms: Time signatures, bars, bar line, treble clef, bass clef, and the musical notation for notes on the staff. • Students learn to identify crotchet, quaver, semi quaver, rest and to sight read basic pieces of music. <p><u>UNIT 4</u> <u>BBC Ten Pieces and Classical Composers</u></p> <ul style="list-style-type: none"> • Exploring creative responses to music through Listening and Appraising and learning to perform samples from the 10 pieces on keyboard. Composers covered include J Adams, W A Mozart, L v. Beethoven, I Mussorgsky. • Students will compose small motifs in the style of the composer on keyboard. 	<p><u>UNIT 5</u> <u>Music Technology</u></p> <ul style="list-style-type: none"> • Investigation into the development digital and electronic music over the last 25 years. • Examination of the lop, sample, snap, ,reverb structure and transposition techniques used to create digital music. • Introduction to Majix, Charanga and digital sampling. • Students will create their melodies and learn to use samples and loops to create digital music. <p><u>Unit 6 Gamelan Music (Alternates with Samba Music on a 2 year cycle)</u></p> <ul style="list-style-type: none"> • Develop instrumental skills in whole group performance focusing on World Music. • Learn to identify the different pitches, drum types and rhythms of Gamelan music and to co-ordinate the performance with physical movement. • Compose short rhythmical pieces to be played as an ensemble and as solos.
<p>RE</p>	<p><u>Unit 1: Hinduism - Worship and Diwali</u></p> <ul style="list-style-type: none"> • Exploration of the concept of Worship in the lives of Hindu believers through the festival of Diwali. 	<p><u>Unit 3: Hinduism – Holi - Good and Evil</u></p> <ul style="list-style-type: none"> • Festival of Holi where students will learn how Hindus live under the symbols of Good and Evil. • Application of the concept of Good 	<p><u>Unit 5: Islam- Submission</u></p> <ul style="list-style-type: none"> • Enquiry into the choices people make to follow rules and a set of laws. • What is the effect of submitting to

	<ul style="list-style-type: none"> • Application of the concept of worship in our own individual lives. • Celebration of a religious neutral Diwali Festival. <p><u>Unit 2: Avatar in Hinduism</u></p> <ul style="list-style-type: none"> • Students enquire into how the concept of the avatar is significant in Hinduism and what value Hindus place on this concept.. • Examination of the various forms that Lord Vishnu presents to humans. • Students can critically evaluate people will have different ideas about the concept of avatar and the sort of issues this might raise. 	<p>and Evil in our own individual lives.</p> <ul style="list-style-type: none"> • Celebration of a religious neutral Holi Festival. <p><u>Unit 4 Christianity - Sacrifice</u></p> <ul style="list-style-type: none"> • Enquiry into what the concept of Sacrifice means. • Students will learn how Christians belief Jesus Christ sacrificed his life for the human race. • Contextualise the importance and relevance of sacrifice to Christians, and what they think about this in relation to their own lives. 	<p>these rules and practices on the believer and their families.</p> <ul style="list-style-type: none"> • How do acts of submission reflect beliefs and identity. <p><u>Unit 6: Islam - Umma</u></p> <ul style="list-style-type: none"> • Enquiry into the UMMA (the worldwide community of Muslims.) • Students work in research groups to find out how certain beliefs, artefacts, rituals and practices contribute to a sense of belonging and community which unites Muslims worldwide. • Students may also investigate the key beliefs or the 5 Pillars of Islam.
Enterprise/Horticulture	<p>Students will take part in running an enterprise, they will:</p> <ul style="list-style-type: none"> • Plant plug plants, bulbs and seeds • Learn how to dig, plant and harvest in the school allotment • Work out the cost of plants and pots and decide on a reasonable price to sell the plants • Make goods for sale in the shop or school market • Advertise the goods for sale • Sell goods that they have made or grown • Evaluate their enterprise 	<p>Students will take part in running an enterprise, they will:</p> <ul style="list-style-type: none"> • Plant plug plants, bulbs and seeds • Learn how to dig, plant and harvest in the school allotment • Work out the cost of plants and pots and decide on a reasonable price to sell the plants • Make goods for sale in the Christmas shop or school market • Advertise the goods for sale • Sell goods that they have made or grown • Evaluate their enterprise 	<p>Students will take part in running an enterprise, they will:</p> <ul style="list-style-type: none"> • Plant plug plants, bulbs and seeds • Learn how to dig, plant and harvest in the school allotment • Work out the cost of plants and pots and decide on a reasonable price to sell the plants • Make goods for sale in the Christmas shop or school market • Advertise the goods for sale • Sell goods that they have made or grown • Evaluate their enterprise
Computing	<p>Given that our students struggle to learn key skills in silo's, we have integrated computing across the curriculum, but you can find the key elements as to how this will be incorporated HERE</p>		

STEM	<ul style="list-style-type: none">• Coding• Project – traffic light construction	<ul style="list-style-type: none">• Motion• Project – craft construction	<ul style="list-style-type: none">• Forces• Project – Maze Runner
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