

Year 9 at Wexham School  
Curriculum Map



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b>	My Subject is War : returning to poetic appreciation, we explore the many different facets of Conflict poetry, including those which challenge the purpose and value of War.	The year 9 class reader: <i>The Smell of Other People's Houses</i> by Bonnie Sue Hitchcock. We explore a number of interwoven narratives while considering the issues of the day; racism, poverty and how to cope with the world as a teenager.	Dystopia: we explore a number of extracts from the genre, introducing ourselves to the demands of Language Paper One as we do so.	Shakespeare's female characters and the supernatural: we consider a range of extracts, focussed around some of Shakespeare's most notorious female characters.  The play text: understanding of drama and the play text is developed through a comprehensive study of either <i>Our Day Out</i> by Willy Russel, or <i>Noughts and Crosses</i> based on the novel by Malorie Blackman.		'Based on a true story': we take a synoptic approach to considering how true stories can be used to inspire fiction.  'Horrors of War' as KS3 draws to a close, we embark on a creative project, exploring the role of literature, communication and the media in war and conflict.
<b>Maths</b>	Pi Unit 1: Number properties and calculations Unit 2: Sequences and Equations Theta Unit 1: Indices and Standard form Unit 2: Expressions and formulae Delta Unit 1: Powers and Roots Unit 2: Quadratics	Pi Unit 3: Statistics Unit 4: Fractions, decimals and percentages Theta Unit 3: Dealing with data Unit 4: Multiplicative reasoning Delta Unit 3: Inequalities, equations and formulae Unit 4: Collecting and analysing data	Pi Unit 5: Geometry in 2d and 3d Unit 6: Algebraic and real-life graphs Theta Unit 5: Constructions Unit 6: Equations, inequalities and proportionality Delta Unit 5: Multiplicative reasoning Unit 6: Non-linear graphs	Pi Unit 7: Multiplicative reasoning Theta Unit 7: Circles, Pythagoras and prisms Delta Unit 7: Accuracy and measure Unit 8: Graphical solutions	Pi Unit 8: Algebraic and geometric formulae sequences Unit 9: Probability Theta Unit 8: Sequences and graphs Unit 9: Probability Delta Unit 9: Trigonometry	Pi Unit 10: Polygons and Transformations Theta Unit 10: Comparing shapes Delta Unit 10: Mathematical Reasoning
<b>Science</b>	Key concept Introduction Microscopy and cells	Making salts from metal oxides Resistance in components	Specific heat capacity and heat energy Rates of reaction and limiting factors	Chromatography in separating mixtures	Force and extension – non- contact forces Photosynthesis and limiting factor	Field Investigations and organism interactions Key concepts in preparation for: Combined Science, Separate Science and Entry Level Certificate

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<b>Geography</b>	Economic Development LICs and HICs. Measuring country development. Extreme poverty and aid.	Population Growth and Urbanization Global population figure and explanation how/why they have changed. Rural/urban migration.	Globalization and Transnational Corporations Globalization and Transnational corporations. Development of countries and sweatshops.	Physical Processes Erosion, weathering, transportation and deposition processes. To know the course of the river. Waves along a coast and how they affect the shape of the coastline.	Hot Desert Environments What it is. How plants and animals adapt to the climate. Opportunities and challenges for development in hot deserts.	Food and Water Management Distribution of food and water consumption globally. Factors that cause food and water insecurity. Use of water transfer schemes in the UK.
<b>History</b>	Medicine through Time What did the Ancient Greeks and Romans believe about medicine? How effective was Medieval treatment? What did Jenner develop? Why did Koch and Pasteur hate each other?	World War I Why did WW1 start? What was trench warfare like? How did Britain use imperial soldiers? What was the home front like? Was the Somme a victory? How did war end? Did the Treaty of Versailles stop tension?	Why did Democracy fail in the interwar period? Why was alcohol banned in America? What was the Great Depression? What was life in the USSR like? How did Hitler take power in Germany?	World War 2 Why did the War start? Why Blitzkrieg was so successful? Did Britain fight alone? Why did Germany invade USSR? Why did Japan attack in Asia? Why did the Allies win?	The Holocaust What is Anti-Semitism? How did Hitler attack jews? What was life like in the Ghettos? Why did the Nazis introduce the "Final Solution"? How did people help jews escape?	The Cold War in Asia  Why did China become Communist? What happened in Vietnam? Why did the European Empires collapse? What is post Colonialism?
<b>RE</b>	What is life like for Muslims in Britain? Pupils analyse current events in Britain and explore how these affect the lives of Muslims in Britain.	Pupils also evaluate the diversity within Islam.  Existence of God: Pupils compare the different philosophical arguments on the existence of God.	Pupils also begin to evaluate the strengths and weaknesses of each argument, and make a judgement on which is the most persuasive argument.	Faith and Discrimination: Pupils explore a range of ethical issues and apply them to modern British society.	Is torture acceptable? Pupils to evaluate if torture is ever acceptable and interpret different passages from the UN Declaration of Human Rights.	Is capital punishment acceptable? Pupils to identify the different types of punishment. Pupils will assess if the use of the death penalty is ever acceptable.
<b>French</b>	<i>Ma vie sociale d'ado</i> : talking about social media, giving my opinion about someone, arranging to go out and describing a music event	Touché: learning the parts of the body, talking about sport, learning about healthy eating, making plans to get fit and describing levels of fitness	À l'horizon: describing jobs, learning languages, saying what I used to do, discussing my future plans and past.	Spécial vacances: discussing holidays, imagining adventure holidays, describing what happened on holiday and visiting a tourist attraction	Moi dans le monde: discussing what I am allowed to do, explaining what is important to me, and describing what makes me happy	Les Aventures Extraordinaires d'Adèle Blanc-Sec: exploring characterisation, key themes and social and cultural setting in a French film.

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<p><b>Art</b></p>	<p>Letters Typography and branding. They will explore:</p> <ul style="list-style-type: none"> <li>- Collage</li> <li>- Tonal pencil</li> <li>- Watercolour</li> <li>- 3D construction techniques</li> </ul> <p>Explore the work of Alex Trochut and Jasper Johns.</p>		<p>Marine Life Explore the theme of marine life through different activities:</p> <ul style="list-style-type: none"> <li>- Oil pastels</li> <li>- Watercolour</li> <li>- Biro</li> </ul> <p>Explore the work of Vincent Scarpace and Yellena James.</p>		<p>Celebrities Explore the theme of celebrity. Select and research favourite celebrities and develop portraiture and design skills. Activities include:</p> <ul style="list-style-type: none"> <li>- Tonal pencil</li> <li>- Digital media</li> <li>- Oil pastel</li> <li>- Colour pencil</li> </ul> <p>Explore the work of Shephard Fairey and Wedha Abdul Rashid.</p>	
<p><b>Drama</b></p>	<p>Greek Theatre: exploring the history of Greek Theatre and the function of the Chorus.</p> <p>Developing skills especially in working as an ensemble, canon and unison to bring Greek myths to a 21st Century audience.</p>		<p>Practitioners and Genres: briefly exploring practitioners and genres to develop knowledge for students wanting to take GCSE Drama but also allowing students to broaden their knowledge of Drama and experiment with different styles of theatre</p>		<p>Devising: similarly, to the GCSE component, students will be given a stimulus and create a performance based on this.</p> <p>Students will create, edit, refine and perform these for their final assessment.</p>	
<p><b>PE</b></p>	<p>Activities taught on rotation: Basketball, Handball, Hockey, Football, Touch Rugby, Fitness Training, Orienteering, Dance</p> <p>PHYSICAL ME: Activity specific techniques</p> <p>THINKING ME: Rules and tactics, Principles of fitness training, Planning activity drills</p> <p>SOCIAL ME: Effective teamwork, Leadership</p> <p>MINDSET ME:, Self-management, Personal responsibility</p>				<p>Activities taught on rotation: Athletics, Cricket, Rounders, Softball, Tennis</p> <p>PHYSICAL ME: Activity specific techniques</p> <p>THINKING ME: Rules and tactics, Planning activity drills</p> <p>SOCIAL ME: Effective teamwork, Leadership</p> <p>MINDSET ME: Self-management, Personal responsibility</p>	
<p><b>Music</b></p>	<p>Keyboards Students work through keyboard pieces that range in difficulty from using three notes to playing hands together.</p>	<p>Ukulele Students learn to play five chords on the Ukulele and perform pop songs in larger groups. Students begin considering ensemble skills</p>	<p>Game Music Students will start developing their composition skills, using the elements of music to develop a theme for a video game or level.</p>	<p>Djembe Students will be developing their rhythmic skills by learning about the features of African music using the Djembe drum.</p>	<p>Pop Music - Performing Students will be developing their ensemble skills, learnt from Djembe Drumming and Ukulele lessons, to perform as a band.</p>	<p>Keyboards Students work through keyboard pieces that range in difficulty from using three notes to playing hands together.</p>

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	Students will work towards understanding basic music theory.		Students will be introduced to various composers and themes from mainstream games, using their listening skills to understand how and why the music has been used to suit the narrative.	Students will work in large groups, composing contrasting sections using polyrhythms and call & response.	Students will learn to play four chords on a keyboard and other instruments, a simple drum beat and encouraged to sing.	Students will work towards understanding basic music theory.
<b>Dance</b>	<p>The London Riots Portray a choreographic intention clearly to the audience. The background and history related to The London Riots. The legal information surrounding the court cases linked to the riots. Understanding of fundamental British Values</p> <p>Knowledge: Martial Arts Safe practise with partners and within the studio. How to warm up and cool down safely to prepare students for a dance lesson. Developing diversity. Knowledge on a variety of Martial Arts focussing on a variety of movements.</p>	<p>Emancipation of Expressionism. Understanding how to portray a choreographic intention and a narrative (story) to an audience. Look at a dance style influenced by a choreographer. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Look at constituent features of the Dance piece. Costume, lighting, physical setting, aural setting. An insight into GCSE Dance.</p> <p>War A variety of symbolic movements of dance used to portray a specific stimulus (marching, shooting targets, crawling). Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Physical skills used to be an effective performer and what they are (stamina, co-ordination, balance, strength, flexibility, mobility) and how to improve this over time. Understanding of fundamental British Values. The history and background related to War.</p>	<p>A Linha Curva Understanding how to portray a choreographic intention and a narrative (story) to an audience. Look at a dance style influenced by a choreographer. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Look at constituent features of the Dance piece. Costume, lighting, physical setting, aural setting. An insight into GCSE Dance.</p> <p>Choreography Understanding how to portray a choreographic intention and a narrative (story) to an audience. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Using a stimulus to create a piece of dance.</p>			

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<b>IT</b>	<p>Knowledge: Advanced Python (Unit 13) Strings and variables in programming. Creating Shapes using Turtle. Numbers and arithmetic in programming. Data Types – Integers, floating-point, strings, and Boolean. Selection process.</p>	<p>Image Editing (Unit 14) Looking image types. Editing Images using photo editing software. Understanding difference between upload and download speed. To become familiar with photoshop. To know the difference between image editing and manipulation. How to save images.</p>	<p>Intro to Databases (Unit 15) Understanding tables and fields. Creating multiple tables for a database. Exploring data types. Knowing what a record is. Creating simple reports and queries. Populations entities with data.</p>	<p>Word Processing and research skills (Unit 16) Fundamentals of MS Word: Use of ribbon, open/close documents, create &amp; save new documents. Creating Documents: Use of cursor keys and mouse to navigate, change text size/colour, borders &amp; shading, Heading styles. Creating contents page, Adding cover pages, report writing</p>	<p>Control Systems and Flowol (Unit 17) Sensors – heat, light, sound, pressure, smoke etc. Subroutines – as part of main routines. Automation in the home and at work. Control systems e.g. robots. Flowchart symbols – start/stop, process, decision and output. Flowchart sequences.</p>	<p>Flash animation (Unit 18) Frame by frame animation. Motion tweening. Text, buttons, and ActionScript. Planning and animation. Adding sound effects. Publishing an animation.</p>
<b>PSHE</b>	<p>Crime, Current Affairs</p>		<p>Sex and Relationships, Education Drug Safety</p>		<p>Employment and skills, Basic First Aid</p>	
<b>Technology</b>	<p>Taught on Rotation</p>	<p>Textiles Making a Soft Sculpture which includes: a) Theory b) Stitching c) Fabric Decoration d) Using a sewing machine e) Making f) Evaluation</p>	<p>Electronics Making a Reaction game and covering the following topics in theory: a) Revision of Year 7 and Year 8 work b) 555 timers c) 4017-decade counter</p>	<p>Food Food choice – religion, Vegan diet Food labelling Diet, nutrition and health Healthy eating guidelines British and international cuisine Energy balance -The basal metabolic rate (BMR) and physical activity level (PAL) Food preparation skills Review of year 7 and 8 Food Provenance Recap- Seasonal food/fair trade /food miles</p>	<p>Resistant Materials A maze game which includes: a) Health and Safety b) Product analysis c) Designing d) Measuring e) Making of project f) Evaluation</p>	<p>Graphics An Interior Design Project which includes: a) Research b) Isometric drawings c) Colour theory d) CAD/CAM e) Manufacturing f) Evaluation</p>