



Key Stage 3

Year 9 Curriculum Overview

Dear Parents,

Welcome to our curriculum overview for Year 9. In this document you will find listed the subjects taught and the content covered during your child's Year 9 education. The content listed is just an overview and gives you a flavour of the range of topics covered. Obviously, there is a lot more planning that goes into our curriculum and lessons. An outline for Maths will be available later, on our website ensuring our newly arrived maths specialist time to review existing schemes and make any necessary adjustments.

Our KS3 curriculum follows the English National Curriculum. Please open the link below for a full version of the contents of the document,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PD_F.pdf

I hope you find this document useful.

Kind regards,

Stephen Phipps

Vice Principal

Curriculum Map
Year 9

Subject: Art						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Art baseline assessment	Pop Art Drawing Converse trainers Making 3D model Final piece Andy Warhol Objects	Issue based work Propaganda art Recycling Found materials Russian Art ‘Coronavirus dress’ Black lives matter identity/Self identity	Issue based work Propaganda art Recycling Found materials Russian Art ‘Coronavirus dress’ Black lives matter identity/Self identity	IGCSE Past papers work Questions from past papers Initial Ideas Exploration Experimentation Development Presentation Landscape/ Natural forms	IGCSE Past papers work Questions from past papers Initial Ideas Exploration Experimentation Development Presentation Landscape/ Natural forms
Number of lessons	1 per week	1 per week	1 per week	1 per week	1 per week	1 per week
Assessment How will students be assessed?	3 tests to assess skills/spatial awareness/creativity	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project
Key Resources	Wet/Dry materials, Paper	Wet/Dry materials, Paper	Wet/Dry materials, Paper	Wet/Dry materials, Paper	Wet/Dry materials, Paper	Wet/Dry materials, Paper
Skills taught: Hand skills, Hand/eye co-ordination, visual awareness, visual observation skills, Creativity Use of materials and techniques Researching artists/movements/materials/processes and techniques Developing a personal voice						

Key Resources	Y9 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y9 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y9 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y9 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y9 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y9 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards
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Skills taught:

The skills being taught in the Year 9 native Arabic language lessons are:

Understand authentic texts on familiar topics and situations (e.g., newspaper/magazine articles, email messages, blogs, and letters). • Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g., in articles, interviews or personal messages). • Identify main points, specific information, and details in predictable texts (e.g., advertisements, brochures, menus, timetables, instructions, messages). • Identify main points, themes, opinions, ideas, emotions, and attitudes in predictable texts (e.g., newspaper/ magazine articles, simple plots of films or books). • Deduce the meaning of occasional unknown words and expressions from the context. Participate in short social exchanges (e.g., greet people, make, and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g., order food and drink, simple transactions in shops, use public transport, ask, and give directions, request information). • Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g., family, friends, home environment, hobbies and interests, education, work, travel). • Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses, and vocabulary relevant to the given situation. • Use simple connectors (e.g., and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points. • Use appropriate strategies to maintain interaction. • Use features of pronunciation and intonation to convey meaning and attitude. Communicate simple factual information in writing using everyday vocabulary and expressions. • Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment, and everyday topics (e.g., writing about a holiday). • Write simple connected texts (e.g., email messages, articles) on familiar topics (e.g., plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work, and travel). • Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation. • Use simple connectors (e.g., and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Curriculum Map						
Year: 9						
Subject: English as a Second Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Baseline tests Unit 1: Views and voices	Unit 2: Tourism Unit 3: Well-being	Unit 4: Science	Unit 5: Technology Unit 6: Rules and laws	Unit 7: Competition Unit 8: The environment	Unit 9: Achievements and ambitions

Number of lessons	12 lessons	16 lessons	12 lessons	12 lessons	10 lessons	8 lessons
Assessment: How will students be assessed?	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.
Key Resources	Cambridge supporthub/SEN EC A/LiteracyPlanet	Cambridge supporthub/SENECA / LiteracyPlanet	Cambridge supporthub/SENECA /LiteracyPlanet	Cambridge supporthub/SENECA /LiteracyPlanet	Cambridge supporthub/SENECA /LiteracyPlanet	Cambridge supporthub/SENECA /LiteracyPlanet
<p>Skills taught:</p> <p>Reading - Reading for global meaning, reading for detail, reading for opinion.</p> <p>Writing - Communicative achievement, organisation, content.</p> <p>Listening - Listening for global meaning, listening for detail, listening for opinion.</p> <p>Speaking - Communication, express opinion, organisation.</p> <p>Use of English - Grammatical forms, vocabulary, sentence structure.</p>						

Curriculum Map						
Year 9						
Subject: Computer Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	Data Representatio n - Binary, Denary, Hexadecimal Notation. Sound conversion. Compression. Cyber Security	Encryption. Steganography. Networks - Packets, Error Checks, Cables, LAN, WAN, PAN, MAN, SAN, WPAN, WLAN, VPN, Routers, Modems, Hubs, Switches, Bridges, WAP, Ethernet, Wifi	Computer Aided design. Output Devices - Screens, Projectors, Printers including 3D, CAM Communicati on and Internet Technologies	Logic Gates including Boolean Memory, Storage Devices & Media.	Ethics Introduction to Programming Concept	Programming - Introduction to Python
Number of lessons	7	7	6	6	5	5
Assessment How will students be assessed?	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.	Teacher designed, age appropriate assessment based upon topic content.
Key Resources	Teacher designed resources	Teacher designed resources	Teacher designed resources. CAD Programme	Teacher designed resources	Teacher designed resources	Python
Skills taught:						

Curriculum Map French

Term 1 (September-October)

Topic	Grammar/ <i>skills</i>	Assessment	Resources
<p>Moi!</p> <ul style="list-style-type: none"> • Personal information • Alphabet • Likes and dislikes • Reasons • Parents' jobs • Describing friends • Sporting activities • Hobbies 	<ul style="list-style-type: none"> • Present tense- regular er verbs • Reflexive verbs • Masculine/feminine nouns • Adjectival agreement • Perfect tense • Near future tense • Expressing opinions • <i>Presenting other people</i> • <i>Understanding an interview</i> 	<ul style="list-style-type: none"> • Peer/group work assessed • In class formative assessments 	<ul style="list-style-type: none"> • GCSE Kerboodle Foundation • Teacher's resources

Term 1 (November-December)

Topic	Grammar/ <i>skills</i>	Assessment	Resources
<p>Les médias</p> <ul style="list-style-type: none"> • TV, cinema and music • Talking about new technology • How often do you use internet and social networks 	<ul style="list-style-type: none"> • Articles and object pronouns • Pronouns after prepositions • Modal verbs • Perfect tense- être and avoir • Imperfect tense • Pour + infinitive 	<ul style="list-style-type: none"> • Peer/group work assessed • In class formative assessments • End of term assessment 	<ul style="list-style-type: none"> • GCSE Kerboodle Foundation • Teacher's resources

<ul style="list-style-type: none"> • Advantages and disadvantages of Internet 	<ul style="list-style-type: none"> • Simple future tense • <i>Expressing opinions</i> 		
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Term 2 (December-January)

Topic	Grammar/<i>skills</i>	Assessment	Resources
<p>Les sorties</p> <ul style="list-style-type: none"> • Arranging to go out • Making excuses • Describing what you did • Describing what you saw or read • Describing a sporting event/special events • Planning a trip 	<ul style="list-style-type: none"> • Articles and object pronouns • Pronouns after prepositions • Modal verbs • Perfect tense- être and avoir • Imperfect tense • Pour + infinitive • Simple future tense • <i>Expressing opinions</i> 	<ul style="list-style-type: none"> • Peer/group work assessed • In class formative assessments • End of term assessment 	<ul style="list-style-type: none"> • GCSE foundation Kerboodle • Teacher's resources

Year 9 French

Term 3 (January-March)

Topic	Grammar/<i>skills</i>	Assessment	Resources
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Tourisme <ul style="list-style-type: none"> • Holiday preferences 	<ul style="list-style-type: none"> • Verb 'aller' • Present tense 	<ul style="list-style-type: none"> • Peer/group work assessed In class formative assessments	<ul style="list-style-type: none"> • GCSE Kerboodle Foundation • Teacher's resources
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<ul style="list-style-type: none"> • Holiday venues and destinations • Weather • Describing holiday plans • Talking about a holiday • Adding details to holiday description • Eating out / Food 	<ul style="list-style-type: none"> • Future tenses – futur proche and futur simple • Conditional tense • Perfect tense • Pluperfect tense • 'Nous' and 'on' • Time phrases • Sequencers and qualifiers • <i>Extending spoken responses</i> 		
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Term 3 (April-June)

Topic	Grammar/skills	Assessment	Resources
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<p>Allons-y!</p> <ul style="list-style-type: none"> • Shops / shopping • Buying and describing clothes • Buying food • Customer transactions • Making travel arrangements 	<ul style="list-style-type: none"> • The partitive article (du, de la, de l', des) • Genders of nouns • Adjectives • Conditional tense • Perfect tense • Ce/cette/ces • Celui-ci-là / celle-ci-là / ceux-ci-là / celles-ci-là • <i>Speaking with more detail</i> 	<ul style="list-style-type: none"> • In class formative • Peer/group work assessed • End of term assessment 	<ul style="list-style-type: none"> • GCSE Kerboodle Foundation • Teacher's resources
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Curriculum Map

Year- 9

Subject: Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Football Badminton	Basketball Table Tennis	Volleyball Health and Fitness	Handball Gymnastics	Athletics Tag Rugby	Athletics Dance
Number of lessons	12 Lessons	16 Lessons	12 Lessons	14 Lessons	10 Lessons	10 Lessons

<p>Assessment How will students be assessed?</p>	<p>Students will be assessed based off the KS3 Assessment Criteria which have 5 key elements:</p> <ol style="list-style-type: none"> 1. Performance 2. Health and fitness 3. Knowledge and understanding 4. Evaluation Skills 5. SMSC <p>These are the elements that are put in place to assess students and development in preparation for GCSEs. Document can be found in the link below.</p> <p>https://docs.google.com/document/d/1x95XhYrJwakm32dJTtTxfTKy_BtVcaU/edit?usp=sharing&oid=101412703084664272240&rtpof=true&sd=true</p>					
<p>Key Resources</p>	<p>Footballs Cones Goals Badminton Racket Shuttles Badminton Nets.</p>	<p>Basketballs Cones Holahoops Table tennis tables. Bats Balls Nets</p>	<p>Volleyballs Cones Volleyball net. Fitness Equipment (wide range)</p>	<p>Handballs Cones Safety mats Operators Apparatus(wide range)</p>	<p>Athletics Equipment Tags Rugby balls Cones</p>	<p>Athletics Equipment Loose clothing Mats</p>

Skills taught: The skills that will be taught are the basics of that specific activity through Physical, Cognitive and social skills that all interlink in Physical Education Curriculum.

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Tag Rugby: • Learn how to tackle safely. • Demonstrate a variety of passes to overcome a defensive line. • Be able to run with the ball at pace to dodge/feint round defenders.

Basketball/Handball: • Demonstrate effective passing skills to ensure that each pass is used in the correct situation • To practice different shooting techniques in an isolated practice and attempt to apply it into a game context. • To learn and refine the correct technique of dribbling and abide by the rules of basketball and handball.

Table Tennis: • Be able to perform the push shot on the forehand and backhand so you can return your opponent's shots. • Show consistency of shots low to net, using a forehand drive, so you can remain in rallies for longer periods. • Learn how to serve in line with the rules to complete a competitive match.

Football: • Demonstrate passing across different distances to maintain possession in a game. • Demonstrate ball control using different body parts to increase time on the ball. • Demonstrate dribbling in close and open situations to make progress up the pitch when in possession of the ball. **HRF:** Understand the physiological effects of a warmup and how it helps to prepare for physical activity. • Understand the components of a warmup and develop leadership skills through micro-teaching. • Begin to plan for sport specific warm up requirements. • Understand about using gym equipment and exercising safely.

Badminton: • Develop principles of play, replicating core skills and movement needed incl. forehand, backhand, clear, serves and drop shots. • Demonstrate footwork for positioning an effective shot. • Use basic game strategy effectively and react to opponent's shots in a small sided game. **Athletics:** Demonstrate an accurate replication of running, jumping and throwing techniques across different disciplines • Be able to set challenging personal targets across a range of disciplines, setting PBs • Show an understanding of the rules for each event and the underlying principles. **Dance/Gymnastics:** To move into a free space, avoiding others. •To explore basic travelling movements whilst moving confidently into a free space. •To explore the movements of a (insert theme) Dance, demonstrating clear dynamics. •To link the (insert theme) movements to form a dance. To perform with a partner using changes of level and direction.

Volleyball: Developed an understanding of simple net/wall game tactics. •Developed a range of ground and overhead shots. •Used criteria to identify key aspects of tactical play and technique. •Understood and identified specialist positions in net/wall games. •Umpired mini versions of the recognised game.

Curriculum Map

Year: 9

Subject: History

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

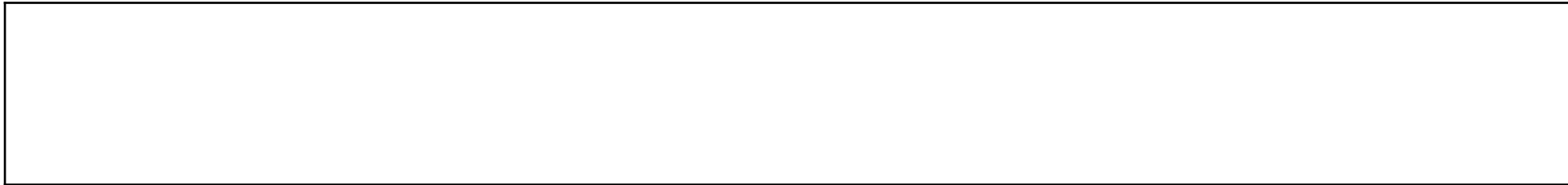
Topic	How typical was the experience of Clifford Spencer in World War Two?	How should the Holocaust be remembered?	How far was Mao's China "destructive, demoralising and disastrous"?	How did African Americans protest for Civil Rights?	How did women protest for equality in the 20 th Century?	Group projects on a topic of their choosing.
Number of lessons	7	8	6	7	5	4
Assessment How will students be assessed?	Essay comparing the experiences of different soldiers in World War Two.	Create a memorial to remember the Holocaust.	Essay answering the enquiry question.	Group presentations on the individual they think had the biggest impact on Civil Rights.	Essay comparing the methods used by different groups to protest for equality.	Groups will be assessed on the quality of their research and their conclusions on key historical debates.
Key Resources		<i>The Way We Lived</i> film by the Imperial War Museum	Historical Association podcast on Chinese Revolution		Books by historians Lucy Delap and Helen Lewis	

Skills taught: Research skills, Source analysis, assessing interpretations, evaluating arguments, similarities and differences within history, causation, essay writing skills.

Year- 9						
Subject: Global Perspectives						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Business Person [Economic Opportunities]	Building a City from Scratch [How Countries Work]	Questioning and Research Techniques [Current Affairs]	Questioning and Research Techniques [Current Affairs]	Questioning and Research Techniques [Historical Artifact]	Questioning and Research Techniques [False News/Fact-checking]
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week
Assessment How will students be assessed?	<p>Link to Global Perspectives Learning Plan: http://yuginlee.weebly.com/uploads/3/7/7/4/37745897/igcse_global_perspectives_learning_plan_grade_9.pdf</p> <p>Link to Cambridge Geography Curriculum: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-04</p> <p>57/ Class Code Link to Y9 Google Classroom: wjz42hx</p> <p>Students will be assessed as follows:</p> <ol style="list-style-type: none"> 1: In class modelled exam questions. 2: End of topic mini mock exams. 3: End of year mock exams. 4: Collaborative Team Project(s) 5: Individual Mini Project(s) and Presentations. <p>These are the elements that are put in place to assess students and development in preparation for IGCSEs. The overall curriculum for Global Perspectives as subject can be found on Google Classroom.</p>					
Additional	<p>Individual Schemes of Work (SOW) for each topic (ie: Research Questioning) can also be found on Google Classroom. Class content is usually uploaded at the beginning of a topic – for the entire topic. This allows students to review content</p>					

information:	in advance, prepare work and familiarise themselves with what will be done in class.
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Key Resources Tailormadecontent. content. content. content. content.
resources with Tailormade resources Tailormade Tailormade Tailormade resources Tailormade resources
real time with real time resources with real time resources with real time with real time with real time content.



Curriculum Map						
Year- 9						
Subject: Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Restless Earth [Tectonics]	Restless Earth [HICs and LICs]	Resources [Energy, Food and Water]	Map Reading And Geographical Techniques	Population [Structures and Locations]	Urbanisation [Cause and Effect]
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week

Assessment How will students be assessed?	<p>Link to UK Government overview of Geography : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum - Geography.pdf</p> <p>Link to Cambridge Geography Curriculum: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-04</p> <p>60/ Class Code Link to Y9 Google Classroom: 2egtcug</p> <p>Students will be assessed as follows:</p>
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3: End of year mock exams.

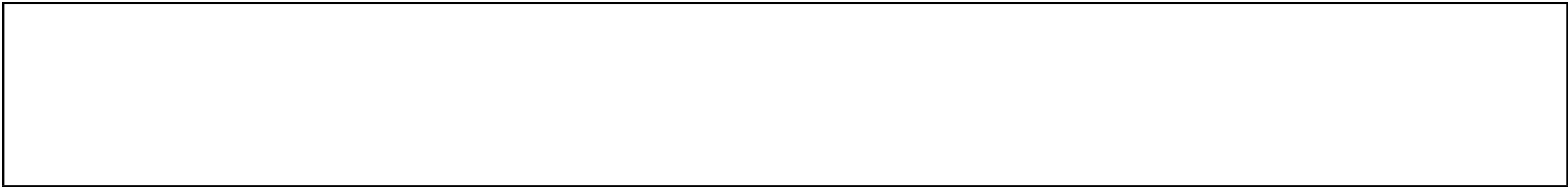
These are the elements that are put in place to assess students and development in preparation for IGCSEs. The overall curriculum for Geography as subject can be found on Google Classroom.

Individual Schemes of Work (SOW) for each topic (ie: Map Reading) can also be found on Google Classroom. Class content is usually uploaded at the beginning of a topic – for the entire topic. This allows students to review content in advance, prepare work and familiarise themselves with what will be done in class.

Additional information:

- 1: In class modelled exam questions.
- 2: End of topic mini mock exams.

Key Resources	Geog3 Page 84- 100 Tailormade resources with real time content.	Geog3 Page 84- 100 Tailormade resources with real time content.	Geog2 Page 22- 44 Tailormade resources with real time content.	Geog1 page 22- 42 Geog2 Page 4- 14 Tailormade resources with real time content.	Geog2 Page 16- 28 Tailormade resources with real time content.	Geog2 Page 30-46 Tailormade resources with real time content.
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Curriculum Map

Year 9

Subject: Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Material and structure Properties of materials	Change to material Ecosystem Cycle on Earth	Planet Earth Earth in space Science in context	Structure and functions Life processes	Forces and energy Light and sound	Electricity and magnetism Review
Number of lessons	32	28	24	20	24	20
Assessment How will students be assessed?	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper
Key Resources	Y9 textbook	Experimental resources	Experimental resources	Experimental resources	Experimental resources	

Skills taught:

The skills being taught in Year 9 Science are:

- *Planning from ideas and evidence (Discuss and explain the importance of questions, evidence, and explanations, using historical and contemporary examples; Test explanations by using them to make predictions and then evaluate these against evidence; Discuss the way that scientists work today and how they worked in the past, including reference to experimentation, evidence, and creative thought)*
- *Planning investigative work (Select ideas and produce plans for testing based on previous knowledge, understanding and research; Suggest and use preliminary work to decide how to carry out an investigation; Decide whether to use evidence from first-hand experience or secondary sources; Decide which measurements and observations are necessary and what equipment to use; Decide which apparatus to use and assess any hazards in the laboratory, field or workplace; Use appropriate sampling techniques where required)*
- *Obtaining and presenting evidence (Make sufficient observations and measurements to reduce error and make results more reliable; Use a range of materials and equipment and control risks; Make observations and measurements; Choose the best way to present results) Considering evidence and approach (Describe patterns (correlations) seen in results; Interpret results using scientific knowledge and understanding; Look critically at sources of secondary data; Draw conclusions; Evaluate the methods used and refine for further investigations; Compare results and methods used by others; Present conclusions and evaluation of working methods in different ways; Explain results using scientific knowledge and understanding; Communicate this clearly to others)*

Curriculum Map						
Year 9						
Subject: English						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Elizabethans: witchcraft, the role of women, Great Chain of Being	Macbeth	Conflict Poetry	19 th century literature	Creative writing unit: short story writing	Speaking and listening: speeches and debate
Number of	34	40	35	35	25	20

lessons						
Assessment How will students be assessed ?	Formative assessment: Group presentation beliefs and values of Elizabethan society	Summative assessment: Exam conditions essay writing	Formative assessment: Compare writer's viewpoints; explain changes in attitude to war	Summative assessment: Exam conditions essay – writer's use of language	Formative assessment: Completed short stories using descriptive language and varying structure.	Summative assessment: Role in debate; write and present speech
Key Resources	Documents from Elizabethan archives	Macbeth playscript	Poems: War Photographer; Remains; Kamikaze; Bayonet Charge; Charge of the Light Brigade	Dracula; Frankenstein; Oliver Twist; Great Expectations; The Hound of the Baskervilles; Wuthering Heights; Treasure Island; Jane Eyre; Tess of the D'Urbervilles; Hard Times	W.W. Jacobs The Monkey's Paw; Stan Barstow On Saturday Afternoon; Edgar Allen Poe The Tell Tale Heart; Oscar Wilde The Happy Prince; Dahl The Landlady	Famous speeches; persuasive articles

Skills taught: THESE SKILLS ARE TAUGHT THROUGHOUT THE YEAR

READING: R1 understand explicit meaning; R2 understand implicit meaning (deduce and infer) ; R3 analyse and evaluate use of language using evidence from text; R4 analyse how writers use language for effect and to influence the reader

WRITING: W1 use language effectively to express; W2 organise and structure ideas and opinions for effect; W3 use a wide range of vocabulary and sentence structures; W4 use appropriate register (tone); W5 accurate SPAG

SPEAKING and LISTENING: take part in group discussion; presentation; debate; speech-making

Curriculum Map

Year 9

Subject: Music

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Topic	-Discovering classical music forms: Symphony, Sonata, opera, concerto - Singing and vocal exercises.	-Rhythms and notes reading -Playing in group -singing in a choir	- Discovering famous composers: Bach, Mozart, Beethoven... -Playing the keyboard	- understanding the process of composing. - Music theory sessions and polyphony understanding	-composing music -making class band.	- learning about stage and how to perform well -Singing in choir -playing the keyboard
Number of lessons	6	6	8	8	7	4
Assessment How will students be assessed?	Listening to different classical music, watching some performances	Check with them the notes	Listening to some music for famous composers	Check with them some of their research	Asking them about their composition with the whole class.	Working on them on performing and standing in front the audience.
Key Resources	Classic music, singing,	Rhythms, notes,	Composers Keyboard	Music theory Composing	Composing	Stage, performing

Skills taught: Students can sing correctly in some keys. They can play a simple melody on the keyboard. They can also sing and play in group. They can understand the basics of how music works.