

Curriculum Booklet



Year 9 2026

Year 9 Curriculum Introduction

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 9 curriculum with our students' learning at the centre. Our curriculum provides a broad and balanced education for all our students and offers them excellent opportunities to develop as individuals as well as learners.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and prolonged independent practice. At KNSB we are proud that our curriculum is taught by specialist teachers with a deep knowledge and passion for their subject. We want our students to be ambitious and resilient so that they know how to learn for themselves. While teachers encourage, support and guide students, we also expect them to take responsibility for their own learning and to be able to work both independently and collaboratively, to relish challenges and to persevere when they find things hard.

We are proud of the opportunities available to students at KNSB and we offer our students a wide range of new and exciting experiences through extra-curricular activities that are designed to build self-discipline, teamwork, resilience, initiative, vision and endeavour. These are our core STRIVE values.

This booklet is a guide to the curriculum your son will study during Year 9. It leads with some of the core principles that are at the heart of our curriculum, outlines assessment and homework strategies and includes detailed information, as well as an overview, for each of the subject areas. This will allow you to help them plan their studies and revision and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school; we hope that you will find this useful.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'D Clayton', with a stylized, cursive script.

Mr D Clayton
Headteacher



Curriculum Pledge

Our school motto, *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the best quality education for our boys, as does the understanding that 'we are all learners'.

We believe that the most effective way of preparing our students for our rapidly changing world is to provide them with a holistic education, covering a wide range of disciplines and subjects. Our curriculum ensures that students follow a rigorous pathway that is balanced between traditional academic subjects and the more creative, practical subjects. Our provision at each Key Stage ensures that students are fully prepared for the next stage of their education and lives.

The curriculum is coherently planned and sequenced to facilitate the accumulation of sufficient knowledge and skills for future learning and employment, and it offers our boys excellent opportunities to develop as individuals, as well as learners. The acquisition of key skills, such as literacy, numeracy and oracy, is woven into our curriculum, and we continue to focus on developing consistency in these practices across the curriculum. Where some students require additional support to develop the skills needed to fully access the curriculum, we endeavour to provide this in a timely, appropriate manner. Our Curriculum Leaders regularly review their curricula and adapt their sequencing of lessons to ensure that all students are appropriately supported and challenged.

We require all students to gain a secure understanding of the knowledge and skills specified in the curriculum for each year, and we believe a three-year Key Stage 3 provides our students with the breadth and space to achieve this.

The KS3 curriculum offers a variety of subjects and learning opportunities to deepen students' educational experience and build a solid foundation of subject knowledge and skills. Boys study the full range of academic and creative subjects. English, maths and science are given a prominent share of curriculum time, with humanities and languages also studied by all. Computing, RE, music, art, technology (including food) and drama add further variety and challenge, and with two hours of active PE per week, boys have a rich, healthy and varied diet. Personal Development is integral to many curriculum areas across the year and is also delivered in a dedicated lesson for one hour per week for Years 7 and 8 and two hours weekly in Year 9. These lessons aim to prepare our students for life in a diverse, modern Britain.

Pathways are tailored and structured to meet the specific needs of our students; they continue to study core curriculum subjects (English, maths and science) but also choose four option subjects to study from the beginning of Year 10. Students and their parents are supported during the options process in Year 9 via a dedicated options evening and a parents'

consultation evening, with our options being structured to allow students maximum choice. Subjects offered continue the philosophy of providing a rigorous and meaningful curriculum for our students. We encourage our boys to study a range of subjects, including traditionally academic subjects and vocational courses, all of which feature on the DfE list of approved qualifications. This ensures that students leave KNSB with qualifications that will serve them well as they embark upon their next steps.

Students continue to enjoy regular active PE, assemblies and a Personal Development programme, all of which contribute to student well-being and help them prepare for life beyond secondary education.

Our intent is that our curriculum:

- is broad, rich and challenging, as well as being comprehensive and fully accessible to all our students, developing independent and aspirational learners
- builds on students' prior learning and offers an increasing level of challenge to maximise progress
- prioritises the teaching and use of disciplinary literacy to enable our students to perform like experts in their subject fields
- promotes the British Values of democracy, the rule of law, individual liberty and mutual respect for and an appreciation of our differences
- develops students' cultural capital by providing a range of intellectual and cultural opportunities
- enables high standards of academic achievement where outcomes empower students to progress to a range of Further Education opportunities
- equips all our students, regardless of their starting points, with fundamental, life-long, transferable skills, both academic and personal in nature
- prepares students for the responsibilities and challenges of adult life
- fosters a strength of character and resilience, both of which will help students to cope with choices and overcome the challenges they are likely to encounter in life
- develops kind, thoughtful and respectful citizens who have a strong sense of self-worth and emotional resilience
- cultivates in our students a strong sense of pride and belonging in our school that enables them to make a positive contribution to their community.

Our Assessment and Feedback Strategy supports our Curriculum Intent by ensuring teachers can:

- accurately assess students' subject knowledge and understanding
- provide timely feedback to students
- identify errors and misconceptions and ensure that these are swiftly addressed.

The United Nations Convention on the Rights of the Child (UNCRC) Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.



Curriculum Pledge: Equality, Diversity and Inclusion

We pledge to ensure that Equality, Diversity and Inclusion (EDI) is central to our curriculum offer, and that our curriculum is quality assured to ensure that *every* student is provided with the conditions to allow them to thrive, academically and personally.

King Edward VI Trust, of which our school is a part, is committed to 'removing or minimising disadvantages suffered by people which are connected to a particular characteristic', 'taking steps to meet different needs of people who have a protected characteristic' and 'encouraging participation when it is disproportionately low', as well as 'including aspects within the curriculum which promote tolerance and friendship'. Our commitment to echo every one of the pledges is clear in our approach to curriculum design and delivery.

We are committed to developing the language of equality in our classrooms and around school, and to ensure this, our Continued Professional Development (CPD) programme for teaching and support staff has EDI principles at its core.

We work hard to ensure that there are elements of our curriculum in which all students can see versions of themselves and recognise aspects of the world in which *they* live. It is important to us that our curriculum is diverse in its breadth, offers equality in its content and allows all students the opportunities to achieve success.

To ensure this, our curriculum is continually reviewed to ensure that content and delivery methods are adapted to meet the needs of students with a wide range of backgrounds and needs. Fostering a sense of belonging through the curriculum is a pledge that we take very seriously and one that we are committed to improving ongoing.



Curriculum Pledge: Cultural Capital

We pledge to ensure that every student across Key Stages 3 and 4 leaves our school with the foundational knowledge, experience and cultural confidence they need to achieve personally, feel they belong and thrive academically, socially and civically

Our commitment is rooted in our vision: 'Striving for all of our boys to reach their full potential in a high performing school'. Cultural capital will be planned, taught and monitored as an essential part of a coherent and sequenced curriculum. Through the detailed acquisition of knowledge, skills and experiences, we aim to eradicate inequalities and develop well-informed young men who can contribute positively to and thrive within society.

Through precise curriculum design, cultural capital is woven into schemes of learning for every subject from Year 7-11. We recognise that the curriculum is the first line of inclusion, therefore, we ensure that complex cultural concepts are carefully broken down and taught explicitly over time so that *all* students can develop their cultural capital and successfully access ambitious learning.

Subject-specific vocabulary, contexts and background knowledge are prioritised to ensure students can access the full curriculum confidently. We understand that if a student cannot read the language of a subject, they cannot fully participate in it. Therefore, teachers explicitly teach high-leverage vocabulary, model expert thinking and help students connect learning to real-world contexts and their own lives.

We pledge to make cultural capital an integral element of curriculum planning and to ensure teachers have the necessary expertise to recognise and develop opportunities for cultural capital within everyday classroom practice. Central to this is providing inclusive, high-quality universal provision in lessons; classroom teaching remains the first line of development for cultural knowledge. For vulnerable and disadvantaged students, we commit to identifying barriers precisely, adapting teaching effectively and evaluating the impact of those adaptations so that all students can access equitable experiences and outcomes.

Cultural capital is a curriculum entitlement. We aim for *every* student in Years 7–11 to acquire the knowledge, experiences and confidence needed to access the full curriculum, contribute meaningfully to community life and be able to seize future opportunities.



Curriculum Pledge: Learning Outside the Classroom

We pledge to ensure that every student at King Edward VI King's Norton School for Boys benefits from high-quality, curriculum-linked Learning Outside the Classroom (LOTC) that deepens knowledge, develops practical and interpersonal skills and strengthens their cultural capital and resilience. Our key STRIVE values of Self-discipline, Teamwork, Initiative, Resilience, Vision and Endeavour are central to our offer.

LOTC experiences will be carefully planned into schemes of learning so that students can experience learning in a range of different environments and return to their classrooms with a broader perspective and better prepared to make progress.

Opportunities to learn outside the classroom will be used to secure knowledge, address misconceptions and build transferable skills (including teamwork, resilience, initiative and leadership) that can support classroom learning and develop our students personally.

LOTC is open to all. Our programme of activities, woven across the academic year, ensures equitable access for students; we are committed to making opportunities available for all. Our provision will be inclusive; barriers for disadvantaged students, for those who are most vulnerable and students with a Special Education Need or Disability (SEND) will be anticipated and mitigated so all students can participate fully.

Our school commitment is to ensure that LOTC experiences will be available to every student in every year group across the school year, and we aim to build upon this, year on year. Curriculum-linked LOTC might include a theatre visit, fieldwork or a trip abroad. But it might also include science on the school field or chatting to pensioners at a local care home. The possibilities are endless...



Curriculum Pledge: Homework

At KNSB, we recognise the significant contribution that homework plays in students' academic success; it is an integral part of effective learning. Good practice is promoted through homework which is set regularly across all departments, within the context of agreed whole school and departmental strategies and timetables.

Our homework strategy acknowledges the importance of learning beyond the classroom, and it recognises that homework should consolidate, reinforce or extend the learning that takes place in the classroom to enable our students to be successful. It encourages independent learning, self-discipline, personal organisation and responsibility, and it nurtures our home/school partnership. Homework is set on Satchel One, and students and parents have log in details to allow them to access this.

As part of our ongoing review of the Homework Strategy and following the success over time of Sparx Maths and Sparx Reader, last year we added Sparx Science to our suite of core subject online homework for students in Years 7-9. Each platform allows students to reinforce key skills and consolidate concepts and knowledge that underpin success in these subjects across Key Stage 3. Tasks are set weekly, and progress is monitored by class teachers, as well as centrally across core departments. Furthermore, as the EEF reports that '*studies involving digital technology typically have greater impact (+ 6 months)*', embedding this across our core subjects at KS3 supports students' engagement and gives them the best possible chance of success in subjects that underpin their access to all subjects across the curriculum.

We very much embody the ethos that quality over quantity is key; homework should be meaningful and designed to enhance learning rather than simply serve as busywork. It is with this in mind that we have designed four key categories of homework tasks, and the use of these terms to identify homework tasks will help to communicate their purpose to students, so that over time we develop a shared language around homework:

Preparation: students undertake preparatory learning tasks related to subsequent lessons; **Consolidation:** students demonstrate and secure their learning from a lesson or series of lessons; **Extension:** students extend their learning by applying knowledge and skills to new contexts; **Revision:** these tasks will help students to embed knowledge and skills over time in preparation for assessments and exams.

We also recognise the role that homework plays in helping students to embed the words and phrases that allow them to demonstrate their knowledge and skills effectively in individual subject areas, for example, to 'speak like a geographer' or 'write like a historian'. As part of our whole-school drive to improve students' literacy, we encourage staff to include and signpost these in homework tasks wherever possible.



Curriculum Pledge: The Super-Curriculum

What is the Super-Curriculum?

The prefix 'super' originates from Latin, where it meant 'above,' 'over,' or 'beyond'; our 'Super Curriculum' offers students learning that goes 'beyond' our regular curriculum and gives them the opportunity to delve into their favourite subjects a little deeper.

The Super-Curriculum is a feature of all subject areas. We have introduced this because we want all students, regardless of their starting points, to develop a thirst for learning and have high aspirations. The Super-Curriculum signposts students to materials outside of class-based learning that will open their minds and challenge their thinking in each subject area. There is a variety of resources that students can interact with in a range of ways, and we hope their engagement with these will develop their curiosity, start conversations and inspire a lifelong learning habit.

How to Use the Super Curriculum

We have included broadly one idea to support each half term of learning in most subjects, and where there are clear curricular links within the topics being taught, teachers will make these known to students. They are designed to support, extend and inspire further learning within individual subject areas and across the curriculum. While there are only six per full-time subject to begin with, if students enjoy exploring these Super-Curricular activities, teachers will be more than happy to recommend more!

Students completing these tasks and showing evidence of their engagement with them will be rewarded accordingly, but there is no pressure for them to do so. Where students have a particular interest in one or more subjects, they might start with these to begin with and as their interest grows, they may wish to branch out.



Curriculum Pledge: Assessment and Feedback

Our motto: *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the highest quality education for the boys we serve, as does our understanding that 'we are all learners'.

At KNSB we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. The aims of our Assessment and Feedback Strategy are:

- establish a consistent, cohesive approach to assessment and feedback
- provide clear guidelines on our approach to Diagnostic, Within-Module and End-of-Module assessments to identify misconceptions, adapt teaching and support progress
- ensure that through high-quality assessment and feedback, students know what they are successful at and what they need to do to progress further
- allow meaningful tracking of students' progress towards end of key stage expectations and establish a coherent approach to recording assessment outcomes and reporting to parents.

We recognise the importance of assessment for promoting and supporting learning alongside developing a shared culture of ongoing student progression.

Our assessment cycle:

- informs teaching, planning and promotes swift progress
- is both formative and summative
- uses appropriate and diverse strategies to meet the needs of *all* students
- allows teachers to swiftly identify learning gaps or misconceptions, especially in key student groups
- recognises *all* students' progress and achievement
- develops the capacity for peer- and self-assessment
- fosters a shared involvement and responsibility between school and home.

The assessment cycle is embedded across the curriculum, and it continues to support student progress. Within this, 'in the moment' checking of student learning remains a priority, to ensure that opportunities for learning are maximised and misconceptions are addressed swiftly.

KNSB minimum assessment offer:

Curriculum leaders have the autonomy to execute their assessments when they feel is most appropriate to assess student learning, in line with their long-term plans and the school's minimum offer. Each module must include the following:

- Diagnostic Assessment: this is a form of pre-assessment that evaluates students' relevant prior knowledge and skills, and identifies any misconceptions that can then be swiftly addressed
- Within-Module Milestones: these assessments will be robust enough to allow teachers to determine where students' strengths and areas for development are, and they will receive Whole Class Feedback (WCF) to close any learning gaps or correct the most common misconceptions
- End of Module Milestones: these more thorough assessments allow students to evidence their learning over time - a percentage score will be awarded, and students will be provided with an individual Strength (S) and Target (T) and will be required to do an individual Response (R) to demonstrate that they can make progress towards their target
- End of Module Reviews: Students will reflect upon the knowledge and skills that they have learnt in a module, completing a RAG assessment of their level of knowledge/skill acquisition. Students will also reflect upon the progress they are making over time through reviewing their percentage scores across the year. This will help them and their teachers to identify any individual learning gaps that need to be addressed ongoing.
- Ongoing formative assessment opportunities: these allow teachers to make short term, 'in the moment' assessment of how well individuals and the whole class are meeting the lesson learning intentions and the longer-term subject intentions. These are part of the learning; they do not require a percentage score or a formal feedback sheet. Examples might include questioning, multiple choice quizzes, key words/subject terminology quizzes, self-assessment, peer-assessment, practical tasks or 'live' marking.

Registration and Form Time

Every school, by law, must register students twice a day, which is the reason we have two form periods, one at the start and one at the end of the day. However, form time is about much more than registration; it is a key part of pastoral engagement at King's Norton School for Boys. Those 100 minutes a week are used to give all students a positive, settled start to the day, to make sure they are prepared, focussed and ready to learn.

Form Time Activities

Assembly

The purpose of assembly at KNSB is to facilitate the year group meeting collectively. Assemblies are based around topics which are generally outside of the academic school curriculum yet are still important to the lives of our students. They provide students with an opportunity to reflect and think about themselves and their place in the world around them.

Striving for Success

This is an opportunity for staff to showcase examples of success from our students. Heads of Year will choose students who have displayed fantastic STRIVE skills each fortnight and use them as an example to the rest of the year group.

Reflection Task

Our reflection tasks are based around their key Self Discipline for Learning (SDfL) data. There will be an opportunity for reflection and target setting using their 9-week block data.

Current Affairs and Careers

Students are given an opportunity to watch a weekly news update and to discuss the stories they hear as a class. The update will be age appropriate and will either be from Newsround or BBC World News. Students also watch a careers video on various job roles with tutors, acting as facilitators of conversations.

Word of the Week

Word of the Week expands students' acquisition and understanding of vocabulary; it demands students to contextualise new and existing words in different scenarios across the curriculum, enabling them to make links with new words in different situations and in everyday life.

Weekly Attendance News

Attendance is important to us, and keeping students up to date with their current attendance percentage allows them to monitor how they are doing in comparison to others in the school and as a form and year group.

Self-Discipline for Learning (SDfL) Points, Uniform and Equipment

It is important that students are prepared for learning by regularly checking their uniform and equipment. Students are informed daily how many commendations they have achieved and whether they have lost SDfL points and the reasons behind them.

What is STRIVE?

'Humani Semper Contendimus' - we humans are always striving

Our **STRIVE** skills are the essential qualities we want to develop in our students. They form the key principles of everything we do in school and are the bedrock of our academic and pastoral systems. These skills are Self-Discipline, Teamwork, Resilience, Initiative, Vision and Endeavour.

Self-Discipline is the ability you have to control and motivate yourself, stay on track and do what is right. All our students are encouraged to meet the shared expectations of a King's Norton boy. These expectations are the key actions for all our students and explain what should be done in the classroom, around school, how their uniform should look and how to manage their behaviour. They have been put together in partnership with the School Council. Posters with our expectations on are displayed around the school to remind students.

Teamwork is the willingness of a group of people to work together to achieve a common aim. When your son starts at KNSB, he will become a part of a number of teams. His Head of Year will lead the year team, and he will also be a part of his form team, led by his Form Tutor. As a part of his form, he will participate in interform competitions. Our form names are Austin, Chamberlain, Lloyd, Regis, Tolkien, and Varley. There will be many inter-form competitions throughout the year such as sports, cooking and art.

Resilience means knowing how to cope in spite of setbacks or barriers or limited resources. We recognise that our younger students often need more support in managing situations that are difficult. Not only will your son have a Head of Year and his Form Tutor to support him, but he will also have Miss Boyce and other Student Support staff who can offer support and guidance, as well as access to a variety of support packages and mentoring programmes, as deemed appropriate.

Initiative is a personal quality that shows a willingness to get things done and take responsibility. Initiative is a skill that is developed over time, and students will be given lots of support for this. During registration they will be assisted by their Form Tutor in getting themselves ready for the school day by checking their uniform and equipment, making sure they have all their books and any pieces of homework.

Vision is the ability to think about or plan for the future with imagination or wisdom. Student input on the school is very important to us, and it is through our School Council that change and improvement is made. All students are given the opportunity to represent their forms on the School Council. In addition, students are also given plenty of time to reflect on what they want for their own future; this will be done with their Form Tutor but also through their Personal Development lessons.

Endeavour means to make a strenuous effort towards any goal and to try hard. Our Outdoor Adventure programme is a real strength of our school. It allows students to try activities they have not previously had the opportunity to experience. Led by a dedicated Outdoor Adventure Lead, students are taken out of their comfort zone and are required to put effort and energy into a new skill. Additionally, they are awarded commendations for good work, outstanding attendance and good behaviour in school. Furthermore, students can also be part of our Elite, Gold and Silver awards categories for their behaviour and effort.



Curriculum Pledge: Special Educational Needs and/or Disabilities (SEND)

We recognise that students with SEND may require adaptations to support them being able to fully access our curriculum. These students can expect to receive this support through high quality and adaptive teaching, that is tailored to meet their individual needs. This may be done in several ways; the list below is not exhaustive.

For more complex needs, we use bespoke One-Page Profiles to inform teachers about how they can best support a student, and these profiles are reviewed annually to ensure they reflect a student's needs.

Seating plans may be adapted to suit students' learning needs, for example:

- seated away from a window to avoid distractions
- seated next to/avoiding specific students
- seated next to a door to reduce anxiety
- seated at the front of the class or near a teacher for swift support.

Learning resources may be differentiated to suit students' learning needs, for example:

- larger/different font
- different coloured paper or overlays
- modelling is used to demonstrate expectations and scaffold extended tasks
- writing frames are provided to support students with structuring longer responses
- fill-the-gap exercises are used to guide understanding and build confidence before independent work
- learning is broken down into smaller, manageable chunks to reduce cognitive overload
- use of pictorial representations and dual coding to reinforce understanding
- glossaries are shared ahead of lessons to introduce key terminology, enabling students to access more challenging content and revisit vocabulary as required
- explicit teaching of higher-tier vocabulary, revisited regularly to secure knowledge
- assistive technology is provided on a needs basis such as laptop or reader pens.

Teacher intervention is implemented where necessary to support students' individual learning needs and ensure progress within lessons. This may include:

Assessment for Understanding

- targeted questioning to check students' understanding and identify misconceptions
- regular monitoring of progress during the lesson to adjust support in real time

Adaptive Teaching

- re-explaining tasks in simpler terms or using alternative approaches to improve accessibility
- providing differentiated outcomes or additional time to enable all students to achieve success

Scaffolding and Modelling

- live modelling to demonstrate the thinking process and expectations for tasks
- breaking down responses and processes to support student comprehension

Feedback and Progress

- live marking within lessons to give immediate, actionable feedback
- personalised learning targets and feedback, including for STRs and other summative assessments, to guide improvement.

Additional Support in Practical Subjects; adaptive approaches are used to ensure all students can access learning and make progress. Examples include:

Physical Education (PE)

- students are grouped by physical ability to promote fair competition and enable progress for all
- use of specialist equipment to support the development of new skills
- flexible arrangements for changing facilities to meet individual student needs
- adaptation of kit on personal basis.

Food Technology

- carefully planned peer support, pairing students to encourage skill development and confidence.
- recipes broken down into smaller, manageable steps to support understanding and independence.

Drama

- access to a safe or quiet space if the studio environment becomes overwhelming
- pre-coaching of routines and expectations (e.g. 'shoes off' rule) to prepare students for the learning environment
- flexible approaches to learning, such as not always relying on scripts, to support students with lower literacy levels
- whole-class exploration of character emotions to develop understanding, empathy, and engagement.

Student Leadership 2026-27

'It is in your hands, to make a better world for all who live in it.' - Nelson Mandela

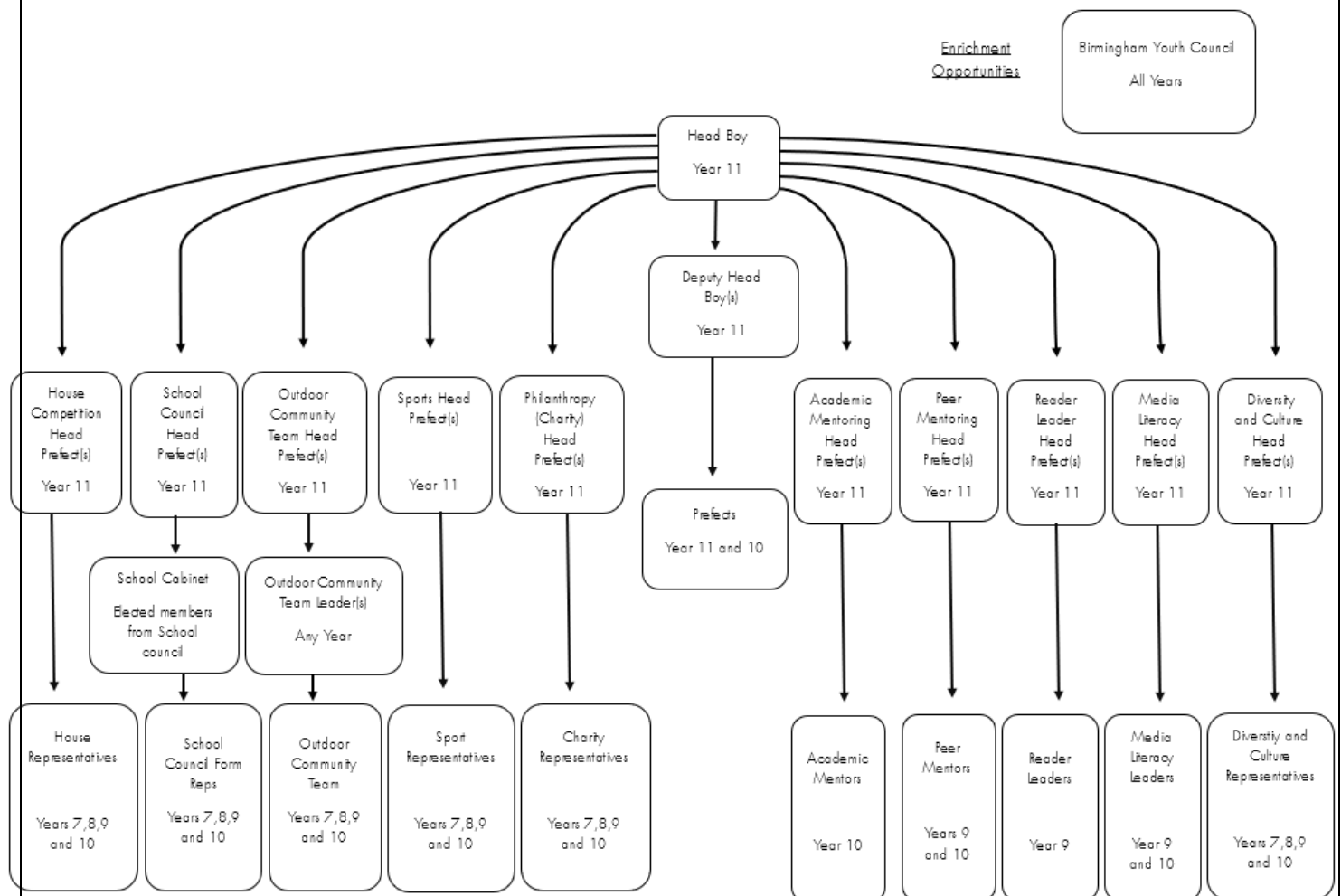
Student Leadership Opportunities

KNSB students are given the opportunity to lead on many areas within our school community. By experiencing a leadership position and working together as part of specific teams, students will be well equipped to take on and flourish in leadership roles once they leave our school. The creation of different leadership pathways also contributes to the successful school environment, as students can play a direct role in the decision making on different projects and issues around the school.

Our 'STRIVE' values underpin all the efforts and projects undertaken by the different student leadership pathways throughout the year. We strive to have a leadership programme here at our school that is run by students, for the students.

Head Boy Team

Our Head Boy Team is made up of Year 11 students who are outstanding role models and want to contribute to the life of their school. The Head Boy Team is made up of a Head Boy, alongside Deputies and Head Prefects. Each Head Prefect is responsible for a specific student leadership area, including Sports, Philanthropy (charity), Peer Mentoring, Academic Mentoring, and many more. The Head Prefects help run these programmes in school. The whole team meets once a half term and has a presence at anything whole-school related.



Prefect Team

Our Prefect Team is made up of Year 10 and Year 11 students who volunteer to help with whole school community events, such as: guiding tours at open evenings; helping and guiding parents at parent and transition evenings; being present at remembrance services; helping show visitors and guests around the school; and helping run whole-school events such as charity and sports-day.

Student Council

The School Council is democratically chosen from each tutor group to represent students' ideas and thoughts on their school. Students attend a year team meeting every half term to discuss and action ways to make the day-to-day life of a KNSB student as enjoyable and productive as possible. These discussions and actions are then taken to the School Cabinet meetings to discuss further.

School Cabinet

The School Cabinet is also chosen democratically from within the student School Council. At the start of the year, the School Council elect a treasurer, secretary and communications officer. Two School Council reps from each year are also elected to represent their year group at these meetings. These students meet every half-term to discuss any immediate issues and projects in progress within their school and help implement positive changes around the school.

Sports

Representatives

Sports Reps are chosen democratically within each form group. Their role is to promote sporting extra-curricular activities and report any results of fixtures back to their form. The Sports Reps work together with the nominated House Rep to organise and contribute to the success of our House Games programme. Sports Reps meet half termly to discuss all the extra-curricular provision of sports at their school.

Philanthropy Representatives

Philanthropy reps are chosen democratically within each form group. Their role is to work as a team to decide on a chosen charity for the school to support during the academic year. They meet on a half termly basis to decide on philanthropy events throughout the year, ending in our Charity Day at the end of the summer term.

House Representatives

House Representatives are chosen democratically within each form group. Their role is to speak to members of their form and fairly allocate different people to represent their house at all house competitions. House Reps work with the nominated Sports Reps for sport-based house competitions.

Academic Mentoring

Our Academic Mentors are Year 10 students who are chosen to be trained to become a King's Norton academic mentor. The Academic Mentors use the skills they acquire from their training programme to mentor students who require extra support in English, maths and science.

Peer Mentoring

Our Peer Mentors are made up of Year 9 and 10 students who wish to help other students in school. Our Peer Mentors are there to support new Year 7 students transitioning to secondary school, as well as aid any other student who may require help in school.

Reader Leader Team

Our Reader Leaders are Year 9 students who want to help younger students improve their reading fluency. Reader Leaders meet on a weekly basis with their readers

Birmingham Youth Council

The Birmingham Youth City Board works with Birmingham City Council and other partners to make sure that the voices of young people are reflected in policy development and service delivery.

Outdoor Community Team

The Outdoor Community Team is split into three parts – eco, travel and outdoor reps. Every year the Outdoor Community Teamwork works towards two accreditations - The Eco Schools Green Flag and Mode Shift Stars accreditation (Birmingham City Council's safer travel to and from school initiative). In addition to this, the team oversees the maintenance of the outdoor equipment and the outdoor learning areas here in school. The Outdoor Community Team is open to all students and is led by the nominated Outdoor Community Team leader(s).

Media Literacy Ambassadors

Our Media Literacy Ambassadors are made up from Year 9/10 students who co-deliver 'Fake or Real' sessions. Media Literacy Ambassadors teach younger students during their Personal Development curriculum time how to trust different online platforms and news. Ambassadors work alongside the other Leadership Teams to assist with election processes.

Core Subject Information

The English Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

The English curriculum, in Year 9, is a preparatory platform to GCSE and will therefore continue to expose students to a range of texts from various times throughout history. The contents of the Year 9 curriculum lend themselves to the different elements of both the English Language and Literature GCSEs. Within these different topics, we will explore society at different times and places such as the origins of tragedy in literature, moral choices and values, society, science, and religion. The aim is to reinforce and develop your fluency in reading, writing and oracy and help you to feel ready and confident for KS4.

What Students Will Learn

Throughout Year 9, students study *My Name is Leon* by Kitt De Waal, *Power and Conflict* poetry and *Oedipus Rex* in preparation for their GCSE Literature examinations. Studying a whole novel develops analysis skills and draws evidence from across the text; the novel's themes also correlate to *Pigeon English* which is read in Year 10. Focusing on how a writer presents and develops characters are skills that build on what students practised in Year 8 when studying *We are Wolves*.

Unit 1 My Name is Leon Students learn about the 1980s historical and social context in Birmingham and apply this to the text. They also learn about foster care and racial prejudices. The PEA structure is used when answering a given question on the text, using relevant evidence and detailed analysis to explore the methods' meanings and effects, while making links to the context and writer's ideas. Alongside the novel, key extracts of Seminal Literature are studied which extend students' knowledge of key themes like racism and misogyny. Using factual knowledge, students present a viewpoint using language and structural devices to suit the task and purpose.

Unit 2 Power and Conflict poetry Students study the GCSE poems, while making connections between the poems' contents and their contexts. Poetic devices and structural methods are revised and analysed when studying the poems. Comparative responses will be written between poems using the PEA structure increasing students' writing stamina and ability to extend their analysis skills.

Unit 3 Oedipus Rex -The Greek Tragedy *Oedipus Rex* establishes the foundations of what a Greek Tragedy is and what a tragic hero is ready for the study of *Macbeth* in Year 10, building on students' knowledge of the tragedy genre from studying *Romeo and Juliet* in Year 8. Students will learn about Aristotle and the Greek Tragedy concepts and specialist vocabulary. When reading the play, language, stage directions and characters will be examined, while developing their understanding of the rise and fall of the tragic hero. Key themes like fate, free will and the tragic hero will be investigated drawing evidence from across the text, just like students will when studying *Macbeth*.



KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS

CURRICULUM ROADMAP English Year 9

My Name is Leon 1

Students explore how Kitt de Waal presents the protagonist, Leon, and his family and the impact of separation, mental health issues and racial discrimination in 1980s Birmingham. Birmingham history is studied and connections are made between the text and context.

Autumn 1

Autumn 2

My Name is Leon 2

As the novel continues to be read, students explore how Leon is developed and how he changes shaped by his experiences and relationships, questioning how foster care impacts an individual. Key extracts from Seminal Literature, with the same themes, are read alongside this novel and studied. This is in preparation for Language, Paper One, Two and Literature, Paper Two.

Power and Conflict Poetry 1

The GCSE poems are analysed and how form, poetic devices and structural methods shape meaning and achieve effects. Historical and social contexts are learnt about and connected to each poem.

Spring 1

Spring 2

Power and Conflict 2

Building on the poetry comparison skills taught in year seven, developed connections are made between the poems comparing how themes and experiences are conveyed using the PEA structure, practicing exam style questions. This is for Literature, Paper Two.

Oedipus Rex - The Greek Tragedy 1

Building on students' knowledge of tragedy plays from year eight, Oedipus Rex is studied. The features of Greek Tragedy are taught and the construct of a tragic hero. The writer's methods are analysed with a key focus on Oedipus.

Summer 1

Summer 2

Oedipus Rex - The Greek Tragedy 2

As the play is read, students deepen their understanding of the rise and fall of the tragic hero in preparation for when we begin Macbeth in September. This is in preparation for Literature, Paper One.

Time to STRIVE for success!

The English Year 9 Super-Curriculum

	Super-Curricular Activity
1	<i>My Name is Leon</i> Use the link below to learn about the Birmingham Riots in the 1980s and extend your knowledge of this historical time period. Record what the real people say about life at this time and prepare a resource outlining for this how this applies to the novel. https://www.bing.com/videos/riverview/relatedvideo?q=documentary+about+birmingham+riots+in+1980s&adlt=strict%2cstrict&mid=F5EE10E15A0B7C1A6759F5EE10E15A0B7C1A6759&churl=https%3a%2f%2fwww.youtube.com%2fchannel%2fUChXQL4MqC4ihSVg3SFiszDg&FORM=VRDGAR
2	<i>War Poetry</i> On YouTube, research interviews with soldiers who served in World War One and Two and explore how their experiences are mirrored in <i>Exposure</i>, <i>Bayonet Charge</i>, <i>Bayonet Charge</i> and <i>Kamikaze</i>, and examine how the experiences of soldiers in Iraq link to <i>Remains</i>.
3	<i>Oedipus Rex</i> https://www.bing.com/videos/riverview/relatedvideo?q=oedipus+rex+film&adlt=strict%2cstrict&mid=3B40E0271BF3BCC208233B40E0271BF3BCC20823&churl=https%3a%2f%2fvimeo.com%2fuser1063394&FORM=VRDGAR Watch this adaptation of <i>Oedipus Rex</i> and write a commentary explaining how Oedipus is presented through the costume, dialogue and actor. How is it similar and different to the text?
4	<i>Getting Ready for Macbeth</i> Research the definitions of the following terms in preparation for your study of <i>Macbeth</i>: • King James I's beliefs and superstitions • Jacobean beliefs about the Divine Rights of Kings • The Gunpowder Plot and how this links to the play • The concept of free will and how this is explored in the plot of <i>Macbeth</i>

The Mathematics Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

The Mathematics curriculum in Year 9 provides a broad, coherent, satisfying and worthwhile course of study. Students will develop skills learnt in Years 7 and 8, as well as experiencing new topics that will develop their mathematical knowledge and understanding.

It encourages students to develop confidence in, and have a positive attitude towards mathematics, and to recognise its importance in their own lives and to society.

What Students Will Learn

Students in Year 9 will either follow the 'Core' or the 'Core+' scheme of work, where they will explore a range of topics from the six strands of the Mathematics Curriculum. Students who follow the 'Core+' scheme of study will experience a range of more challenging topics that will stretch and challenge our most able students.

Number

Continue to develop and refine numerical structure and calculations, and use this to explore fractions, decimals, percentages and measures and accuracy.

Algebra

Continue to develop and refine understanding of Algebraic notation and manipulation, and use this to explore Graphs, Equations, Inequalities and Sequences.

Ratio and Proportion

Use and apply ratio notation in context and solve problems involving direct proportion and a range of compound measures.

Geometry and Measures

Continue to develop and refine understanding of properties of angles and shapes, mensuration and constructions

Probability

Continue to develop understanding of concepts in Probability using a range of diagrams and representations.

Statistics

Interpret and construct tables, charts and diagrams and analyse and compare sets of data.



CURRICULUM ROADMAP Core Mathematics Year 9

Extending Number and Algebra Skills

Students revisit and extend key numerical and algebraic skills, applying calculations, proportional reasoning and algebraic manipulation with increasing confidence and accuracy.

Autumn 1

Solving Problems with Algebra and Number

Students apply equations, fractions and percentages in a range of mathematical contexts while developing geometric reasoning through angle relationships and structured problem solving.

Autumn 2

Representing and Analysing Data

Students interpret data and probability using diagrams, averages and statistical representations, developing confidence in drawing conclusions and communicating mathematical reasoning.

Spring 1

Geometry, Measure and Patterns

Students apply geometric methods to area, perimeter, volume and surface area, while developing algebraic thinking through inequalities and sequences.

Spring 2

Developing Mathematical Independence

Students strengthen their ability to select appropriate methods and apply mathematical techniques to increasingly complex and unfamiliar problems.

Summer 1

Consolidating GCSE Foundations

Students consolidate the key knowledge and skills developed throughout Year 9, preparing them for the demands and expectations of GCSE mathematics.

Summer 2

Time to STRIVE for success!



CURRICULUM ROADMAP Core+ Mathematics Year 9

Advanced Number and Algebraic Techniques

Students develop higher-level numerical fluency through indices, standard form and fractions while extending geometric reasoning through angle relationships. Greater emphasis is placed on efficient methods and mathematical precision.

Autumn 1

Autumn 2

Building Algebraic Reasoning

Students strengthen algebraic thinking through equations and sequences while applying proportional reasoning to increasingly demanding percentage and recurring decimal problems.

Interpreting Data and Mathematical Relationships

Students analyse statistical data and probability using increasingly formal mathematical methods, while rearranging formulae develops flexibility and fluency in algebraic manipulation.

Spring 1

Spring 2

Higher Tier Algebra and Geometry

Students explore linear and quadratic relationships alongside surds and Pythagoras, developing the reasoning and problem-solving skills required for Higher Tier GCSE mathematics.

Applying Higher Mathematical Methods

Students apply algebraic and geometric techniques to increasingly unfamiliar contexts, developing confidence in multi-step reasoning and mathematical justification.

Summer 1

Summer 2

Preparing for GCSE Mathematics

Students consolidate core and higher-level concepts from across Year 9, strengthening fluency, reasoning and resilience in preparation for GCSE study.

Time to STRIVE for success!

The Mathematics Year 9

Super-Curriculum

	Super-Curricular Activity
	<u>Suggested Video / Article / Podcast</u> <i>Infinity Is Bigger Than You Think</i> – Numberphile (YouTube) <u>Explore Further</u> Standard form and indices allow mathematicians to work with unimaginably large and small numbers. How do scientists use these ideas to study space, atoms and the universe?
	<u>Suggested Video / Article / Podcast</u> <i>The Mathematics of Patterns</i> – TED-Ed (YouTube) <u>Explore Further</u> Sequences and algebra help us identify patterns and predict future behaviour. Where are mathematical patterns used in technology, science or economics?
	<u>Suggested Video / Article / Podcast</u> <i>How Statistics Shape the World</i> – BBC Sounds / More or Less Podcast <u>Explore Further</u> Data is used to influence decisions in politics, business and sport. How can we decide whether statistical claims are trustworthy?
	<u>Suggested Video / Article / Podcast</u> <i>Pythagoras' Theorem Explained</i> – Khan Academy (YouTube) <u>Explore Further</u> Pythagoras' Theorem is over 2,000 years old but is still widely used today. Investigate how it is applied in fields such as construction, navigation, gaming or engineering.
	<u>Suggested Video / Article / Podcast</u> <i>How Trigonometry Changed the World</i> – TED-Ed (YouTube) <u>Explore Further</u> Trigonometry allows mathematicians to calculate missing lengths and angles without direct measurement. How has this helped humans explore, build and travel?
	<u>Suggested Video / Article / Podcast</u> <i>Why Beauty Matters in Mathematics</i> – Numberphile (YouTube) <u>Explore Further</u> Many mathematicians describe mathematics as creative and beautiful. What makes a mathematical idea, proof or pattern elegant or satisfying?

The Science Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

The Science curriculum in Year 9 introduces students to content much closer to the level of demand afforded by GCSE Science. They will examine many of the topics that are assessed through the GCSE Science curriculum building significantly on the work they have done in Years 7 and 8. Throughout Year 9 students will begin to use mathematical skills more often in their science lessons to make calculations and analyse data and develop skills to explain, analyse and justify scientific discoveries and phenomena.

What Students Will Learn

Throughout Year 9, students will study a broad range of topics building on prior learning and introducing new concepts. The skills of practical investigation and working scientifically are woven throughout the curriculum with opportunities to complete hands-on lab work in most topics.

Biology

Students will learn about some of the central ideas in biology including ideas about cells, microscopy, osmosis, diffusion, active transport, enzymes and nutrition.

Students will learn more about how organisms are changed genetically by natural selection and by humans and will look at the evidence that scientists use when exploring ideas around evolution.

Students will learn about a range of communicable and non-communicable diseases. They will look in detail about the impacts of a number of diseases along with their treatments. They will also look in detail about how the body is available to defend against infection from pathogens and how drugs are developed to help treat illness.

Chemistry

Students learn about the internal structure of atoms and how this information links to the periodic table. They will be able to describe differences in atoms and deduce their atomic structures.

Students will learn in more detail what mixtures are and how they differ to compounds. They will complete practical work to develop techniques including filtration, distillation and chromatography to separate mixtures, and learn how safe drinking water is produced.

The Bonding topic is usually split into two parts to allow time to consolidate learning. Students learn how differences between atoms allows them to join in different ways producing compounds with very different properties.

Students learn how the Earth's atmosphere formed and examine how resources such as water, carbon and nitrogen are recycled through our environment.

Physics

Students learn how to analyse the motion of objects and discover how to calculate quantities such as velocity, distance and acceleration from simple data and observations.

Students examine in more detail energy transfers, considering energy waste and efficiency. They investigate how energy losses can be reduced from buildings and the issues created by our energy needs.

Students investigate how energy is transferred through transverse and longitudinal waves, learning about the electromagnetic spectrum, its uses and dangers posed by some of these waves.



CURRICULUM ROADMAP Science Year 9 - Biology

Cells and Microscopes

In this topic, boys will learn about how to use a microscope and how to safely prepare a specimen to be viewed under a microscope. Students will compare different types of microscopes and identify several specialized cells and their functions.

Autumn 1

Natural Selection and Genetic Modification

In this topic, students will learn about how and why organisms are adapted for survival in their environments. They will be introduced to Charles Darwin's theory of natural selection and understand why evolution occurs. During the last part of the topic, knowledge of how/why genetic modification occurs will be acquired and this process will be compared against selective breeding.

Autumn 2

Disease and Defence Mechanisms

In this topic, students begin by understanding what 'good health' means, as well as comparing several communicable and non-communicable diseases. Boys will gain knowledge on cardiovascular diseases and of how/why the body is adapted to protect us from disease (e.g. physical and chemical barriers). Boys will also be shown how antibiotics can be made and developed to inhibit bacteria.

Spring 1

Spring 2

See Chemistry and Physics Topics

See Chemistry and Physics Topics

Summer 1

Summer 2

See Chemistry and Physics Topics

Time to STRIVE for success!



CURRICULUM ROADMAP Science Year 9 - Chemistry

Atoms, Elements and The Periodic Table

In this topic, boys will develop their understanding of atoms, compounds and mixtures and the periodic table. They will understand how Mendeleev developed the periodic table over time and left gaps for other scientists to fill in.

Autumn 1

Separation Techniques

In this topic, students will learn develop their practical skills, using scientific apparatus to investigate filtration, evaporation, chromatography, simple and fractional distillation. Boys will also gain an understanding of how these processes are used outside of the science classroom.

Autumn 2

Ions and Bonding

In this topic, students begin by learning about atoms and how they form ions. They then gain an understanding on how ionic bonds are formed between metals and non-metals and look at the properties of ionic substances.

Spring 1

Compounds and Molecules

Students develop their understanding on bonds from the previous topic and start to consider how covalent bonds are different from ionic bonds. They also look at metallic bonding and properties of metals and non-metals.

Spring 2

The Earth and it's Atmosphere

In this topic, students begin by understanding the components of each gas in the Earth's atmosphere and the reasons why. They learn about how the atmosphere has changed over time and start to consider the influence of human activity on the greenhouse effect and climate change.

Summer 1

See Biology and Physics Topics

Summer 2

Time to STRIVE for success!



CURRICULUM ROADMAP Science Year 9 - Physics

Motion

In this topic, boys will develop an understanding about scalar and vector quantities. They will be exposed to ideas relating to speed, acceleration and motion graphs where they will develop their mathematics skills. Students will also compare differences between mass and weight, and consider how acceleration can be investigated practically.

Autumn 1

Autumn 2

See Biology and Chemistry Topics

Conservation of Energy

Students will evaluate what 'conservation' means and link this to the ways in which energy is stored and transferred. They will also develop a critical understanding of how energy efficiency can be achieved by products and objects, as well as how insulators and conductors work. Renewable and non-renewable energy resources will also be studied.

Spring 1

Spring 2

Waves and Communication

Students will compare transverse and longitudinal waves, learning about wave properties and calculations. They will be introduced to the Electromagnetic spectrum and consider several uses and dangers of each type of wave. Boys will become familiar with the visible light spectrum and the correct order of how we see colour.

See Biology and Chemistry Topics

Summer 1

Summer 2

Motion and Forces

This module enhances knowledge gained on the first motion topic of the year. Here, students will consider Newtons third law of motion as well as momentum. An understanding of stopping distances and crash hazards will also be developed, linking to real life scenarios.

Time to STRIVE for success!

The Science Year 9 Super-Curriculum

	Super-Curricular Activity
1	Cell Science Research the different cell types that are found in human blood. Consider how each type of cell is adapted to allow it to carry out its function and how each function is linked to the survival of human beings.
2	Making Water Safe Make a water treatment filter using household objects and see how effective it is at separating clean water from different contaminants. Instructions to make water filters can be found online and are often part of survival training. It is important not to drink the water that has been filtered as it is still likely to contain bacteria.
3	Disease Watch some of the documentaries relating to Ebola on the official <i>National Geographic</i> YouTube channel. Think about the factors that led to such a rapid spread of this disease including its methods of transmission and the quality of healthcare provision in parts of the world where the disease is more common.
4	Reading About Science Have a look on the BBC News website under the Science and Technology tab. Choose an article that interests you and see what else you can find out about it. Consider if the articles you read show any signs of bias - are they from appropriate and reliable sources? Can you identify the use of AI generated information in any of the resources? How does this impact your reading?
5	Modelling Science Use your creative skills to produce some models of atoms and the way they bond. This could be done with modelling clay, other craft resources or even as digital 3D models using free online software such as TinkerCAD. Consider how closely your model is able to represent atoms and compounds.
6	Science Makes the Earth Move! Extend your learning by investigating how seismic (Earthquake) waves travel through the Earth and how geologists use information derived from these waves to explore the internal structure of our planet.

Non-Core Subject Information

The Art Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

At KNSB our Key Stage 3 Art and Design curriculum follows the National Curriculum guidelines, with our KNSB flair for all things quirky mixed in. Our intention is for our students in Year 9 to further develop and embed an interest and understanding of all areas of Art and Design through their classwork, homework and super-curricular activities. As a department we fully embrace further Enrichment activities for our students, there is always a community school Art project on the go. Students will learn key life skills, such as creative thinking, refining motor skills and problem solving, while creating artwork. Our aim is for them to be able to confidently analyse and evaluate their own work, and that of others, to strengthen the visual impact of their work and to make swift progress.

What Students Will Learn

Our Art and Design curriculum is designed to be broad, relevant and inspiring, and builds upon skills each year, developing students prior learning, whilst introducing new concepts and giving students opportunities to refine their skills. We want our students to increase expertise in different media, styles, techniques, genres, time periods, cultures and both British and global artists.

Animals: In this first project of Year 9, students will build on knowledge gained in Years 7 and 8 to further develop their drawing, composition and colour theory knowledge. They will learn about a range of artists who create animal artwork in different styles and media and produce artwork using a range of materials. They will be introduced to more advanced drawing techniques and work with highlighters, blenders and Caran D'Ache pencil crayons inspired by the artist Vexx. Later in the term, students will continue to learn about more artists who create animal artwork and the history of dragons across the globe. They will also be introduced to more advanced painting techniques using acrylic paint.

Typography: Students will build on knowledge gained in Years 7 and 8 in their classwork and homework tasks to further develop their drawing, 3D and colour theory knowledge in preparation for Art GCSE. Students will learn about artists who create Typography artwork and produce a range of artwork using a wide range of materials, including producing a group 3D piece and developing drawing skills using perspective.

Zine 3 Sport/hobby: Students will build on their knowledge and skills from KS3 projects and their Zine knowledge from Years 7 and 8. The Zine project enables students to continue to develop independent thinking skills from KS3 homework tasks and their Zines 1 and 2. They will work independently and creatively using any choice of material, style and techniques to create a Zine book on their chosen sport/hobby. Students will develop research, planning, composition and art skills while creating their Zine book.



CURRICULUM ROADMAP Art Year 9

Creatures 1

In this first project of Year 9, students will build on knowledge gained in Year 7 and 8 to further develop their drawing, composition and colour theory knowledge. They will learn about a range of artists who create Animal artwork in different styles and media and produce artwork using a range of materials. Students will be introduced to more advanced drawing techniques and work with highlighters, blenders and Caran D'Ache pencil crayons inspired by the artist Vexx.

Autumn 1

Creatures 2

Pupils will build on knowledge gained in Autumn 1 to further develop their drawing, painting and colour theory knowledge in preparation for Art GCSE. Students will continue to learn about more artists who create Animal artwork and the history of dragons across the globe. They will produce a range of artwork using a wide range of materials. Students will be introduced to more advanced painting techniques using acrylic paint.

Autumn 2

Typography 1

Pupils will build on knowledge gained previously in their classwork and homework tasks to further develop their drawing, 3D and colour theory knowledge in preparation for Art GCSE. Pupils will learn about artists who create Typography artwork and produce a range of artwork using a wide range of materials, including producing a group 3D piece.

Spring 1

Typography 2

Students will build on knowledge gained in Spring 1 in their classwork and homework tasks to further develop their drawing, 3D and colour theory knowledge in preparation for Art GCSE. Pupils will continue to learn about artists who create Typography artwork and produce a range of artwork using a wide range of materials. Pupils will be introduced to more advanced drawing skills such as perspective.

Spring 2

Zine - Sport/hobby 1

Students will build on their knowledge and skills from KS3 projects and their Zine knowledge from Year 7 & 8. The Zine project enables students to continue to develop independent thinking skills from KS3 homework tasks and their Zine 1 & 2. Students will work independently and creatively using any choice of material, style and techniques to create A Zine book on their chosen Sport/hobby. Students will develop research, planning, composition and art skills while creating their Zine book.

Summer 1

Zine - Sport/hobby 2

Students will continue to work independently and creatively using a wide choice of materials, styles and techniques to finish and present their Zine book on their chosen Sport/hobby. Students are expected to showcase art skills and techniques learnt throughout the year and show-off new skills and techniques students have independently tried.

Summer 2

Time to STRIVE for success!

Art Year 9 Super-Curriculum

	Super-Curricular Activity
1	Fossil Fun! Take a trip to the local museum above to look at, photograph and draw animal fossils. The Lapworth Museum of Geology - University of Birmingham
2	Origami Art Discover the art of Japanese Origami. Make a collection of Origami animals. Start with simple designs and then build on your technical skill with a more complex origami animals. To take it a step further, you could then create a portfolio of sketches/ illustrations of your Origami sculptures. 70+ Easy Origami Animals: Diagram & Video Instructions
3	The Art of Graffiti Talk a walk with your family/friends and look at the current Graffiti artwork from local famous and upcoming artists. Graffiti Art of Digbeth Walk Birmingham, West Midlands B4 7UL Visit Birmingham
4	Digital Graffiti Great website above to design and create your own digital graffiti. You could create your name, favourite band/sports team, a series of inspiring words, or a famous motivational quote that encourages you. Graffiti Empire - Graffiti Sketching: Web App, Letters & Tutorials
5	Get Involved at the MAC The MAC near Cannon Hill Park has many Art events on for young people. This may inspire some pages in your Zine. Look at their website above for what's on. Home Mac Birmingham
6	Hobby/Sport Photography Create a series of photographs that are inspired by your Zine topic of 'Hobby or Sport'. This doesn't have to be based on your chosen theme. It could be any sporting event you go to or you/friends doing a hobby. Could you edit these using apps/ IT programmes?

The Computing Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

In Year 9, students will be developing a deeper understanding of the purpose of digital products and how to use appropriate software to create products, and they will learn how to save their work in various file formats. Throughout the year, they will explore real life challenges to help build knowledge and skills, through a mixture of iMedia, Business and Computer Science topics. Students will advance their learning from the foundational skills of basic programming gained in Years 7 and 8, to more complex programming using Python (industry level programming language).

What Students Will Learn

By the end of Year 9, students will have a solid understanding of Computing and will be in a good position to confidently include Creative iMedia, Business Studies and/or Computer Science in their GCSE subject choices. Their enhanced skills will support their educational learning and their future careers. Furthermore, we embed some topics with a practical component through use of software such as Photoshop, as well as advance students' knowledge of computational thinking concepts and tools, and to enable them to learn fundamental business concepts.

Visual Identity

Students will explore the relationship between brand identity and the design process of digital graphics. They will research existing brands and will explore the psychology of aspects such as colour, conventions and typography.

Photoshop

Students will use their understanding from the visual identity module, to plan and create digital artwork for a computer game. They will develop their Photoshop skills and will need to create a product following a client's brief.

Python

Students will build upon logical thinking skills learnt in Years 7 and 8 and will learn the basics of Python. This programming language is used at GCSE.

The Marketing Mix

Students learn the basics of the marketing mix and how businesses use it to create marketing strategies. They link this to real-life examples and can potentially build on this understanding in Years 10 and 11 of Business Studies.

Impact of technology

Students will investigate how networks are set up and how viruses are spread in these. They will explore how Artificial Intelligence (AI) is becoming a powerful global tool, alongside its opportunities and challenges. Students investigate the environmental impact of technology and consider how digital access varies across different groups, examining the social and cultural digital divide.



CURRICULUM ROADMAP Computing Year 9

Visual Identity

Students will explore the relationship between brand identity and the design process of digital graphics. They will research existing brands and will explore the psychology of aspects such as colour, conventions and typography. This understanding will be further developed in Year 10 and 11 for imedia students.

Autumn 1

Photoshop

Students will use their understanding from the visual identity module, to plan and create digital artwork for a project (computer game). They will develop their photoshop skills and will need to create a product following a client's brief.

Autumn 2

Python

Students will build upon logical thinking skills learnt in year 7 and 8. They will learn the basics of Python. This programming language is used at GCSE.

Spring 1

Marketing Mix

Students learn the basics of the marketing mix and how businesses use it to create marketing strategies. They link this to real-life examples and can potentially build on this understanding in Years 10 and 11 of Business Studies.

Spring 2

Impact of Technology 1

Students will investigate how viruses are spread in networks, how networks are set up. This will build the foundational knowledge needed for year 10 and 11 computer science students.

Summer 1

Impact of Technology 2

Students explore how artificial intelligence is becoming a powerful global tool, alongside its opportunities and challenges. They investigate the environmental impact of technology and consider how digital access varies across different groups, examining the social and cultural digital divide.

Summer 2

Time to STRIVE for success!

The Computing Year 9 Super-Curriculum

	Super-Curricular Activity
1	Branding Success The link below includes short, engaging videos that break down branding and design choices in a clear, accessible way. They explore how logos work, why simplicity matters and how brands use visual identity to communicate meaning. https://www.youtube.com/@bbcideas
2	Learn a new skill Watch a YouTube tutorial on how to recreate simple graphics. Find out more about tools like layers, brushes and effects, and explain to your teacher how your learning helps to make you better in Computing.
3	Coding – Practise Makes Perfect Hone your coping skills by complete the small coding tasks in this link, such as using print, variable and simple calculations. Codecademy.com
4	Marketing Mix in Action Pick a brand of your choice, maybe one that has you 'hooked', something that you buy/buy into regularly, and identify its Product, Place, Price and Promotion. Why is this brand successful?
5	What's in the news? Read current articles about technology/computing and summarise one example of how technology is impacting daily life. Share your findings and thoughts with your teacher. Website: https://www.bbc.co.uk/news/technology
6	Digital Divide Debate https://www.youtube.com/watch?v=0Zb8h0IXn8Q Prompt: 'Is technology creating more equality or inequality in society?' Your teacher would love to hear your views on this topic!

The Design and Technology Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

What Students Will Learn

During Year 9, students will be able to select appropriate tools and equipment to enable their own products to evolve. They will become competent CAD designers thus enabling effective use/selection of CAM, if required. They will continue to work with a range of materials, including soldering electronic circuits and using these to develop their products. They will experience the iterative process of designing and complete a variety of creative and practical activities.

Explore

Students explore the use of a range of new tools, equipment and stock forms of materials. They come to better understand their capabilities and limitations through the use of prototype modelling.

Create

Students will use different stock forms of aluminium to manufacture products. In their making they will use pop riveting, centre lathe and shaping and forming tools to complete a model aeroplane. This project will include creating a solder motor electronic circuit to power a propeller/fan.

Evaluate

They will then evaluate the final product they have created with their client and gain feedback using video and photographs. Students will then use this feedback to suggest improvements and modifications that could improve future products.



CURRICULUM ROADMAP D and T Years 7, 8 and 9

Explore and Create

Students will initially investigate design problems and as part of this they will identify customers for their prototypes. They will explore creative ideas and create imaginative designs using sketching and Computer Aided Designs (CAD).

Year 7

Evaluate

Year 7

Students model and develop chosen ideas using timber, steel, acrylic and PLA. They use a range of specialist tools, equipment and processes, (including laser cutters and 3D printers) to produce functioning prototypes. Finally, they test and evaluate their completed prototypes.

Iterative Design Process

Students will investigate a context using the Iterative Design Process. They will collect images of existing products to support design work, including identifying a client or customers for their products. They will design ideas and develop those ideas with their peers. Students will then develop the most appropriate three ideas using CAD software.

Year 8

Evaluate

Year 8

Students will use a range of specialist tools, equipment and processes, (including laser cutters and soldering) to produce functioning prototypes. They will shape and form materials such as pine, MDF, plywood and acrylic and finally test and evaluate their iterations and completed prototypes and suggest modifications.

CAD and Engineering

Students will investigate a context using the Iterative Design Process. They will use complex CAD systems to generate engineering drawings and use these to accurately mark out materials to precise tolerances. They will then cut, shape and form materials to a high-level, incorporating quality control checks.

Year 9

CAD and Engineering

Year 9

Students will then use precise joining methods to assembly multipart products and use heat to modify material properties to produce a desired finish. They will select and solder electronic circuits and add them to products and finally test and evaluate their design and product.

Time to STRIVE for success!

The Design and Technology Year 9

Super-Curriculum

	Super-Curricular Activity
1	Making Aeroplanes Watch the YouTube Channel for the Aeroplane Project. See how it will be made and what tools and equipment you'll be using so that you can be better prepared and think about your design choices ahead of time. Aeroplane - YouTube
2	Onshape 3D Design Setup a free Onshape student account and use your imagination to design 3D printable objects. Share them with your teacher and discuss your design choices. Onshape Product Development Platform
3	What Makes a Designer? Research a famous designer to find out what kind of person they were/are and what led to them making their famous designs. Examples are Zaha Hadid, Norman Foster and Phillipe Stark. If you were a designer, what products would you design and make, what materials might you use, what styles would you prefer, and why?

The Drama Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

The Year 9 Drama curriculum builds on the core performance skills developed in Year 7 and the exploration of key theatre practitioners in Year 8, developing learning further through the study of Verbatim Theatre, linking closely to elements of Components 2 and 3 of the AQA GCSE Drama specification. Students will apply their existing performance skills and practitioner knowledge to explore how real words, interviews, testimony and documentary-style material can be shaped into meaningful theatre.

What Students Will Learn

Through practical and written responses, students will interpret Verbatim Theatre from the perspective of both an actor and a director. They will build on their previous work with extracts by using text to create performance, focusing on spoken dialogue, stage directions, characterisation, audience impact and the ethical responsibility of representing real experiences. This progression supports students in becoming more confident, thoughtful and analytical performers, while preparing them for the demands of GCSE Drama. Through the study of events such as 9/11, the Grenfell Tower fire, the Hillsborough disaster, the Rosa Parks Civil Rights Movement, and the London riots, students will explore how theatre can represent real people, real experiences and significant social, cultural and historical moments.

9/11 audience impact: Through practical work, students will focus on spoken dialogue, vocal delivery, mannerisms, body language, proxemics and ensemble storytelling to communicate emotion, memory and perspective with sensitivity of those impacted by this tragedy, exploring how actors and directors can make thoughtful choices that inform, engage and move an audience.

Grenfell Tower: We explore the Grenfell Tower tragedy through Verbatim Theatre by using real interviews, survivor testimony, news reports, public statements and community responses as stimulus for performance. The focus should be on giving voice to real experiences and helping students understand the human, social and political impact of the event. Students begin by researching the context of Grenfell Tower and identifying key themes such as community, loss, inequality, responsibility, justice, memory and resilience.

Hillsborough: We examine short, sensitively chosen extracts from survivor testimony, family statements, public apologies, inquiry findings or documentary interviews, then students shape these into performance using direct address, narration, choral speaking, still images, soundscape and ensemble movement. Focus is on the human impact and the campaign for truth and justice.

London Riots: Students use tableau and physical theatre to represent key moments symbolically, such as tension building in a community, media attention, protest, disorder, clean-up efforts or rebuilding trust. Soundscape could be used carefully to create atmosphere, using layered voices, news-style reporting, sirens, footsteps or repeated phrases, without sensationalising the violence.

Rosa Parks: Students will explore the Rosa Parks bus scene through Verbatim Theatre by using real speeches, interviews, historical accounts, testimony and documentary material to create scenes based on real events. They will learn how theatre can give voice to individuals involved in the Civil Rights Movement and help an audience understand the impact of racism, segregation, courage and peaceful protest.



KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS

CURRICULUM ROADMAP Drama Years 7, 8 and 9

Curious Incident of the Dog in the Nighttime

Students will learn key drama skills and techniques as a foundation for their drama curriculum. They will use these skills to explore characters in *The Curious Case of The Dog in the Nighttime*. They will explore key extracts, developing foundational drama skills and techniques.

Year 7

Curious Incident of the Dog in the Nighttime

Students will then demonstrate creativity, collaboration, and performance skills through the creation and presentation of devised drama work and use ideas and key themes to create their own devised performances.

Year 7

Practitioners

In Year 8 we introduce students to a range of influential drama practitioners, focusing on developing knowledge and understanding of how their unique styles, techniques and methodologies shape theatre performance and the audience experience.

Year 8

Practitioners

Students will then explore both naturalistic and non-naturalistic theatre, examining how practitioners use different approaches to communicate ideas, create meaning and evoke specific thoughts and emotions from an audience. Students will analyse how drama can communicate ideas, meaning, and emotion to an audience. An essential stepping stone towards the GCSE.

Year 8

Verbatim Theatre

In Year 9, students are introducing Verbatim theatre through a range of genres which explore conflict and historical tragedies. Students will be developing an understanding of the purpose and conventions of verbatim theatre, analysing and interpreting non-fiction material, and applying performance skills to communicate real events and perspectives effectively.

Year 9

Verbatim Theatre

Students will also build their ability to explore challenging themes thoughtfully, respond creatively to historical and social issues, and collaborate to create meaningful and engaging performances inspired by real-world events.

Year 9

Time to STRIVE for success!

The Drama Year 9 Super-Curriculum

	Super-Curricular Activity
1	<u>Hillsborough</u> Explore the drama depiction available on ITV, examining real people and their emotions. Start a discussion with family and friends focusing on truth, justice, community and the importance of listening to real voices. Questions to explore: How can theatre help tell real stories respectfully? What emotions might be difficult to perform? How can an actor show respect when using someone else's words?
2	<u>Exploring empathy</u> What does showing empathy and respect look like? Verbatim Theatre is about representing real people and real experiences accurately and thoughtfully. Write down five key bullet points on how you can approach Verbatim with sensitivity during the rotation. Task: Students could practise still images by creating frozen poses that show emotions such as fear, courage, anger, grief or hope, then explain what their body language communicates. Record this by photo or video and share with your teacher.
3	<u>Documentaries</u> Watch age-appropriate documentaries, interviews or news clips linked to each of our topics. Task: Discuss key questions at home, such as whose voices are being heard, how real people are represented, and how their experiences could be performed respectfully in Verbatim Theatre. Summarise this in a written paragraph.

The Food Technology Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

Learning how to cook is a crucial life skill for students both now and in later life so in Year 9 we aim to continue with students' independent learning through developing the practical cooking skills students worked on in Y7 and 8. Our intent for the curriculum is to continue to apply the principles of safety, nutrition and healthy eating whilst instilling a love a cooking.

What Students Will Learn

Once students have recapped the basic skills from Year 7 and 8, they will start to cook more difficult dishes with a greater complexity of skills. They will observe a link between the theory lessons and the practical dishes to enable then to practise the skills they are learning about. The aim is to equip students with enough cooking skills and background knowledge to start developing their own cooking style whilst being safe, hygienic and methodical.

Practical skills • Knife skills • Washing up • Using the stove/oven • Using weighing scales • Peeling • Chopping • Grating • Boiling • Frying • Rubbing in • Combining flavours	Practical Dishes • Ratatouille • Seasonal fruit crumble • Vegetable stir-fry • Jam tarts • Lemon cheesecake • Irish soda bread • Pizza whirls • Raspberry Buns
Theoretical Content • Hazard analysis • Cleaning and hygiene • Eatwell plate and healthy meal planning • Recipe adaptation • Reduce, reuse, recycle • Methods of making and quality of ingredients • Product development • Fairtrade • Bread - functions of ingredients • Evaluations of products	



KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS

CURRICULUM ROADMAP Food Technology Year 9

Food Safety and Dietary Requirements

Students deepen their understanding of food safety by exploring food poisoning, high- and low-risk foods, temperature control, contamination and specific food-poisoning bacteria. They learn about the 14 recognised food allergens and consider how dishes and menus can be adapted safely to meet different dietary requirements.

Practical experiences: Fajitas • Pasta Bake

Topic 1

Topic 2

Food Choice and Nutrition

Students explore the factors that influence food choice, including health, finance, advertising, social media, religion, ethical beliefs and dietary needs. They apply this knowledge when designing dishes for different consumers and develop their understanding of nutritional labelling and analysis, using nutritional information to make informed judgements about the healthiness of food products.

Practical experiences: Chicken Curry

Topic 3

Cuisine and Cooking Independently

Students broaden their understanding of British and international cuisine. They revisit hazard control and The rotation culminates in students researching and independently producing their own healthy dish, demonstrating safe working, organisation, time management and increasingly independent practical skills.

Practical experiences: Tiramisu and Healthy Dish

Time to STRIVE for success!

The Food Technology Year 9

Super-Curriculum

	Super-Curricular Activity
1	Mystery Box Challenge Ask friends or family to make up a box of surprise ingredients for you and give yourself 60–90 minutes to design and make a dish. Examples: • Three-ingredient challenge • Leftover makeover • £3 budget challenge • Seasonal ingredient challenge <i>Super Challenge: Students justify ingredient choices using nutrition and food science.</i>
2	Global Cuisine Challenge Explore food from a different country, using content and process conventions particular to that nation Countries could include: • Japan • Mexico • India • Italy • Morocco • Thailand • Greece • Lebanon Activities: • Cook authentic dishes • Research food traditions • Design restaurant menus • Create cultural food presentations <i>Super Challenge: Prepare food for family and friends, take photographs and get reviews from them to share with your teacher.</i>
3	Future Foods Investigate sustainable food production, which could include plant-based proteins, edible insects, lab-grown meat, vertical farming, hydroponics, food miles, carbon footprint, regenerative farming. <i>Super Challenge: Design the school meal of 2050 and give reasons for your choices based on your research.</i>

French Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

Students build on the grammar and vocabulary learned in Years 7 and 8, learning to communicate across a wider range of topics, developing their speaking and writing by expressing, justifying and evaluating opinions. Grammar focuses on consolidating the present, perfect and near future tenses, with the introduction of the simple future, imperfect and conditional tenses, enabling students to communicate across multiple timeframes. Students further develop their understanding of key cultural aspects of France and other French-speaking countries.

What Students Will Learn

Throughout Year 9, students will study topics including interests, future aspirations, leisure activities, food, the environment and social issues. The four key skills – Listening, Speaking, Reading and Writing – remain central to the curriculum, with a strong focus on grammar in line with the GCSE Modern Foreign Languages specification. Students use ActiveLearn to support their learning alongside the Dynamo 3 digital textbook.

My World (Vert - Foundation) Talking about likes and dislikes; friends; Describing birthday celebrations; clothing Grammar: present tense; using aimer + infinitive; perfect tense with reflexive verbs; using the perfect tense with ne...pas. Phonics: [é], [on], [an/en], [un/in] Culture: French birthdays and celebrations.	Future Projects (Vert- Foundation) Talking about money; jobs; career Grammar: using on peut + infinitive; using vouloir + infinitive; using the near future tense; using two tenses together. Phonics: Silent final – [e], [tion/-ssion] Culture: Careers and working life in French-speaking countries.
Leisure Activities (Vert - Foundation) Music; TV programmes; film genres and reading preferences. Grammar: perfect tense and imperfect tenses; near future tense; direct object pronouns. Phonics: [qu], [gn], [è/ê] Culture: French television, cinema and literature.	School Experiences (Rouge – Higher) Talking about how you used to be; Comparing primary and secondary school. Grammar: comparatives; present and imperfect tenses; asking and answering questions in different tenses. Phonics: t-liaison, x-liaison, s-liaison Culture: Music and education in the French-speaking world.
Food and Animals (Rouge - Higher) Talking about food; discussing eating habits. Grammar: Revision of ER/RE/IR regular and irregular verbs; perfect and imperfect tenses; future tenses; negatives. Phonics: [on/om], [en/an], [un/in], s-liaison Culture: Food traditions in French-speaking countries.	Environment (Rouge - Higher) Talking about animals and the natural world; plastic and the environment; Grammar: Using superlatives; using pronouns me, te, se in; using the conditional tense (j'aimerais, je voudrais). Phonics: [au/eau/o/ô], [-ail/-aill], [-ill/-ille] Culture: Environmental issues in the French-speaking world.



CURRICULUM ROADMAP French Year 9

Mon monde à moi

Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise the present and perfect tenses.

Autumn 1

Autumn 2

Projets d'avenir

Pupils able to talk about their plans and hopes for the future. Pupils consolidate their knowledge of the near future and perfect tenses. Pupils work in two time frames (present and near future) in context of ways to make money.

Ma vie en musique

Pupils express and justify their preferences about music, television, films and reading. The unit develops the use of multiple time frames through discussions and interviews with young musicians, while exploring music, television, cinema and literature in the French-speaking world.

Spring 1

Spring 2

Quand j'étais plus jeune

Pupils compare their primary and secondary school experiences and describe how they used to be. The unit develops the use of the present and imperfect tenses, comparatives and questioning skills, education in the French-speaking world.

Le Meilleur des mondes

Pupils discuss food, eating habits and animals while consolidating the present, perfect and imperfect tenses. The unit develops confidence in using multiple time frames and explores food traditions in French-speaking countries.

Summer 1

Summer 2

l'environnement

Pupils explore environmental issues and consider how to create a better world. The unit introduces the conditional tense and superlatives while developing the use of multiple time frames.

Time to STRIVE for success!

French Year 9 Super-Curriculum

	Super-Curricular Activity
1	<u>My Future Career Project</u> Research a career you would like to pursue and investigate salary, qualifications, career pathways and opportunities where French language skills could be beneficial. <i>Outcome: Develop an understanding of how languages can enhance future education and career opportunities.</i>
2	<u>French Music Project</u> Research a French-speaking singer, band or musician of your choice and create a profile exploring their music, career, influence and contribution to French-speaking culture. <i>Outcome: Understand how music reflects cultural identity and contemporary issues in the Francophone world.</i>
3	<u>French Television Challenge</u> Watch an episode or clip from a French television programme and produce a short review commenting on the genre, characters, themes and cultural aspects. <i>Outcome: Develop listening skills and cultural awareness through authentic French-language media.</i>
4	<u>Film Studies Project</u> Watch a French film or film trailer and create a review exploring the storyline, characters, themes and cultural significance while giving and justifying your personal opinions. <i>Outcome: Develop analytical and interpretative skills through authentic French cinema.</i>
5	<u>Food and Healthy Living Investigation</u> Research a traditional French dish and compare French eating habits with those in the UK. Present your findings creatively and explain the cultural significance of the dish. <i>Outcome: Understand how food reflects culture, traditions and lifestyle in French-speaking countries.</i>
6	<u>Environment Action Project</u> Investigate an environmental issue affecting the local community or a French-speaking country and create a presentation or video suggesting ways to reduce waste and protect the environment. <i>Outcome: Develop awareness of environmental challenges and evaluate actions that can support a more sustainable future.</i>

The Geography Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

By the end of Year 9, students cumulative learning means they will have an extensive knowledge relating to a wide range of places, environments and features at a variety of spatial scales, extending from local to global, building a solid foundation for GCSEs. Furthermore, the curriculum will enable students to explain various ways in which places are linked and the impact such links have on people and environments. Building on previous knowledge and skills, students will be able to, with increasing independence, choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these. The intention is to stimulate the students to think about their place in the world, their values and their rights and responsibilities to other people and the environment as well as promoting a thirst for knowledge.

What Students Will Learn

In Year 9 Geography, students will investigate a range of global topics including biomes, emerging countries, cold environments and glaciation, Russia, and the challenges of energy supply and sustainability. Through these themes, students will strengthen key geographical skills such as interpreting maps and graphs, analysing data, evaluating different viewpoints and understanding how physical and human processes are interconnected at local and global scales. The course develops the knowledge, enquiry skills and case study understanding needed for success at GCSE Geography and helps students make sense of an increasingly changing world.

Biomes: Distribution of biomes. This unit focus' on the rainforest: its key adaptations to climate and the cause/ impact of destruction. Explores the Sahara Desert with a focus on mining, energy, farming and tourism.

Cold Environments: This unit of work explores cold environments and glaciation, focusing on how glaciers shape landscapes through erosion, deposition, and retreat. Students investigate key geographical features and processes in places such as the Arctic and Antarctic, supported by case studies. The unit also develops geographical enquiry and assessment skills through worksheets and research tasks.

Life in an emerging country: Explores the change in employment structure in emerging countries. A focus on the opportunities and challenges of growing economies in India and China.

Russia: Explores the key human and physical features of Russia. Focus on population, biomes and extracting energy resources.

Energy: Introduces students to distribution of energy use and production globally, energy security and poverty. How the UK's energy mix has changed overtime and the pros and cons of renewable energy.



CURRICULUM ROADMAP Geography Year 9

Biomes

The Year 9 Biomes topic develops students' understanding of global ecosystems, climate-vegetation relationships, biodiversity and human impacts on environments while strengthening map, data interpretation and evaluative skills.

Autumn 1

Cold Environments

The Year 9 cold environments topic develops key geographical skills, including map reading, data interpretation, analysing physical processes, and understanding human impacts on environments. Students also build enquiry, evaluation, and extended writing skills.

Autumn 2

Emerging Countries

The Year 9 Emerging Countries topic develops students' understanding of global development, economic change, urbanisation and the impacts of industrial growth while strengthening data interpretation, decision-making and evaluative skills.

Spring 1

Russia 1

The Year 9 Russia topic develops students' understanding of physical and human geography, development challenges, resource management and regional inequality while strengthening map interpretation, data analysis and enquiry skills.

Spring 2

Russia 2

The Year 9 Russia topic develops students' understanding of physical and human geography, development challenges, resource management and regional inequality while strengthening map interpretation, data analysis and enquiry skills.

Summer 1

Energy

The Year 9 energy topic develops important geographical skills including interpreting maps and graphs, analysing patterns in energy use, and understanding the environmental and economic impacts of different energy sources. Students also build evaluation, decision-making, and extended writing skills by considering issues such as sustainability, renewable energy, and energy security.

Summer 2

Time to STRIVE for success!

The Geography Year 9 Super-Curriculum

	Super-Curricular Activity
1	Creative Geography Choose one: • Design a sustainable city of the future • Create an infographic on a topic (e.g. deforestation) • Build a model (river, volcano, etc.) • Write a diary entry from someone experiencing a natural disaster <i>Outcome: Creative project with explanation.</i>
2	Food Investigation in Geography Get the recipe of your favourite family food and find out what herbs and spices it contains. On a map, find the countries that produce those herbs and spices. Do some investigating to find out more about these countries. What kind of climates do these places have? Could you grow the same spices where you live? Why or why not? <i>Outcome: Annotated map showing journey of your favourite food.</i>
3	Map Your Senses Plot an unusual, but safe, route on a map of your school or surrounding area. Use a journal to take notes on the things you see, smell, hear, touch, and taste along the way. Take photographs if you can. Then use art supplies to create a sensory map of your community. Be creative! Use pens, pencils, paint, construction paper, pictures, or any other materials. <i>Outcome: Sensory map</i>
4	Sustainability at Home Complete at least one: • Conduct a home eco-audit (energy, water, waste) • Track and reduce your plastic use for one week • Create a plan to live more sustainably <i>Outcome: Report with findings and suggestions.</i>
5	Geographical Association: Geographical Model Making competition https://geography.org.uk/get-connected/get-involved-1-student-activities/geographical-model-making-competition/ <i>Outcome: Prize given by Geographical Association</i>
6	RGS: Young Geographer of the Year Competition The Young Geographer of the Year is our annual geography competition for students, recognising the outstanding work of the next generation of geographers. https://www.rgs.org/schools/competitions/young-geographer-of-the-year

The History Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

The Year 9 History curriculum is designed to help students make sense of the turbulent transformations of the 20th century by exploring how global conflicts reshaped politics, society and individual lives. This year allows students to trace patterns of conflict, ideology and change across the century while strengthening the disciplinary skills they have developed in earlier years. Throughout the course, students refine their ability to explain causes, judge significance and interpret sources, preparing them for the analytical demands of GCSE History, if they so wish.

What Students Will Learn

Students will study a range of key topics covering conflict and tension in the 20th century from the First World War through to the Cold War, and examine how these events have influenced modern day life.

Conflict and Tension: The First World War

Studying the build up to World War One and the resulting conflict, students will develop their skills of historical explanation and also improve upon their source skills to allow them to analyse historical documents in more depth.

Conflict and Tension: The Second World War

Studying briefly the interwar period and then the resulting conflict of WW2, students will examine and interpret the issues of historical significance looking especially at turning points of the war.

The Holocaust

Students will study the Holocaust, its causes, key events and consequences, including the impact of Nazi persecution on Jewish people and other groups, and they will reflect upon themes of prejudice, discrimination, and the importance of remembrance.



CURRICULUM ROADMAP History Year 9

Conflict and Tension: The First World War (1)

The First World War engages students to understand global conflict and change, from the causes of war, to the stalemate that ensued and eventual defeat of Germany, reflecting on source analysis, lived experiences and enquiries.

Autumn 1

Conflict and Tension: The First World War (2)

The First World War engages students to understand global conflict and change, from the causes of war, to the stalemate that ensued and eventual defeat of Germany, reflecting on source analysis, lived experiences and enquiries.

Autumn 2

Conflict and Tension: The Second World War (1)

The Inter-War years and Second World War allow Year 9 students to build on prior knowledge to support the understanding of international relations, democracy, dictatorship and global conflict, developing insight into causes, experiences and long-term consequences of Nazism and global conflict.

Spring 1

Conflict and Tension: The Second World War (2)

The Inter-War years and Second World War allow Year 9 students to build on prior knowledge to support the understanding of international relations, democracy, dictatorship and global conflict, developing insight into causes, experiences and long-term consequences of Nazism and global conflict.

Spring 2

The Holocaust

Learning about the Holocaust helps Year 9 students understand prejudice, genocide and human rights, building empathy, critical thinking and moral awareness to challenge discrimination in modern society, as well as meet statutory guidelines.

Summer 1

Conflict and Tension: The Cold War

The Cold War engages prior knowledge of the 20th century to allow students to pursue a challenging topic which engages with international ideological differences and conflict and tension, developing insight into nuclear rivalry, superpower competition and the origins of today's international relationships.

Summer 2

Time to STRIVE for success!

The History Year 9 Super-Curriculum

	Super-Curricular Activity
1	<u>Meanwhile elsewhere...</u> The Russo-Japanese War – explore the background to this war and the impact that it had on all involved. What can you tell your teacher about this? How will you present your findings?
2	<u>WW1 Soldier Remembrance</u> Explore the Imperial War Museum or National Archives WW1 collections (letters, diaries, photographs). They choose one soldier's account and investigate daily life, danger, and morale.
3	<u>Inter-War Documentary</u> Watch Episode 1: Origins of Rise of the Nazis on BBC Create an infographic on how democracy collapsed in Germany and led to a dictatorship.
4	<u>Meanwhile elsewhere...</u> Use the link here and the websites you will find in it to examine the 'D-Day dodgers' <u>Meanwhile elsewhere D Day dodgers (002).pdf - Google Drive</u>
5	<u>Bournville and the Kindertransport Project</u> Conduct research about and use this to create a project on Bertha Bracey, and others if you wish, in the local area on their role in the Kindertransport
6	<u>Podcast: The Human Spirit in the Holocaust</u> Listen to the episode on 'Boxing for his life' and describe the story of a Jewish boxer who fought to survive Auschwitz. Why are accounts like this important to us?

The Music Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

The Music curriculum in Year 9 will build on students' prior knowledge of music from Years 7 and 8, preparing them for future musical experiences by continuing to further develop their skills, understanding and use of the musical elements in a combination of performing, composing, listening, theory and evaluating activities. In Music, we explore different musical instruments, styles and techniques whilst promoting an appreciation of music from different cultures. We aim to foster student's self-expression, creativity and knowledge, developing their skills into becoming well-rounded musicians.

What Students Will Learn

Throughout Year 9 students continue to explore music through a broad range of performing, composing, and listening activities, continuously developing key musical skills and deeper understanding of the elements of music

Popular Music

This topic features the genres of pop, rock and musical theatre. Students will study a range of artists and repertoire, exploring key musical concepts such as riffs, chord sequences, structure, texture and harmony. They will investigate how popular music has developed over time and how these musical elements are used across different styles. Students will develop their listening, performing and analytical skills before selecting a popular music piece for the final assessment, performed individually, in pairs or in small groups.

Film Music

This topic explores the context, features and development of film music. Students will examine key film music composers and techniques, including fanfares, leitmotifs, mickey-mousing and musical clichés; and investigate how music enhances storytelling and creates atmosphere. Through listening, analysis and composition activities, students will compose music to accompany a variety of film scenes, demonstrating an increasingly sophisticated use of the elements of music to create mood, character and action.

Reggae

This topic explores the cultural context and development of reggae music. Through listening and analysis activities, students will identify the key features of the genre, including rhythm, texture and instrumentation. Students will then choose to either perform a reggae song or create an arrangement of a popular song in a reggae style (fusion).

Remix

Students will use music technology to transform an existing popular song into a contrasting genre of their choice, applying their knowledge of different musical styles and their key features to create an original remix.



CURRICULUM ROADMAP Music Year 9

Popular Music

Students explore different types of Popular Music including Pop, Rock and Musical Theatre. They will look at how these developed from their topic Development of the Blues. Students will develop their performance skills and notation reading further looking at a range of different pieces of music in different genres of popular music.

Autumn 1

Popular Music

Students have the option to focus on one genre for their main assessment, which will develop their keyboard skills using textural layers and are encouraged to use other instrumentation where possible, to create a more realistic small band performance.

Autumn 2

Film Music

Students will focus on different film music composers and key film music techniques to create their own music to famous film clips. 5

Spring 1

Film Music

Students develop their compositional skills learnt from previous topics, now integrating Leitmotifs, Mickey-Mousing and Musical Clichés in addition to previous skills of the elements of music and chords to enhance their compositions.

Spring 2

Reggae and Remix

Students will explore the origins and history of Reggae and how this developed over time. Students will learn about the key features of Reggae, particularly with the use of skank chords. Students can either perform an existing Reggae song or arrange a different song into the style of reggae.

Summer 1

Reggae and Remix

Students explore music technology compositional techniques to create their own version of a Pop or Reggae song. Students will have guidance on how to compose each section of their remix, focussing on chords, melodies, drum patterns and basslines to create an end of year project using all the key techniques and knowledge they have gained throughout Key Stage 3.

Summer 2

Time to STRIVE for success!

The Music Year 9 Super-Curriculum

	Super-Curricular Activity
1	Pop Music Through the Ages Read about how popular music has developed over time – what factors have influenced this genre? https://www.bbc.co.uk/bitesize/topics/zbw7pv4/articles/zrrnpg8 Watch the evolution of popular music from Pentatonix on YouTube – what does this add to your understanding of the genre? How is pop music today different to previous decades, and why? https://www.youtube.com/watch?v=IExW80sXsHs
2	Music In Live Performance See a popular music performance at a venue in Birmingham (e.g. Utilita Arena) or watch artists performances on YouTube. Share you experiences with your teacher. How is live music different to watching it on a screen or listening on a device?
3	Musical Theatre See a musical at Birmingham Hippodrome/Alexandra Theatre/The Rep or find a musical film to watch. How does the musical element of the performance add to the overall theatrical message?
4	Film Music - Make Your Own! Use your learning from this year so far to create your own musical composition for a film. This link will help – please share with your teacher! https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/z7bphbk
5	Fusion Fun Use your learning from this year so far to create your own fusion composition for a film. This link will help – please share with your teacher! https://www.bbc.co.uk/bitesize/topics/zhdscw/articles/z7jtxyc
6	Get Your DJ On! Look at how to DJ and Mix with BBC Bitesize – what can you learn about mixing music and why some works and some doesn't? Are you brave enough to have a go at making your own mixes? https://www.bbc.co.uk/bitesize/topics/zm4ht39/articles/zbdqbdm

The Personal Development

Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

Bridging lower school and Key Stage 4, students explore more complex social, emotional and digital experiences to develop independence, resilience and informed decision-making for the future.

What Students Will Learn

Mental Health and Wellbeing

This unit helps students develop the emotional resilience and self-awareness needed to navigate everyday challenges. They will learn how to manage strong emotions, cope with distractions, respond positively to disappointments and setbacks, recognise the influences around them and explore healthy ways to express themselves.

Intimate sexual relationships

Students will develop a clear understanding of consent and respectful intimate relationships. They will learn how to avoid making assumptions, understand the importance of freedom and capacity to give consent, and explore the values, communication and mutual respect that underpin healthy intimate relationships.

Careers and future choices

Students will explore future career pathways and prepare for the next stage of their education. They will consider their interests, learn about different workplaces and working patterns, understand how to manage work-related pressures and seek support, and begin preparing for the transition into Key Stage 4.

Navigating online harms and influence

This unit helps students understand the risks and responsibilities of navigating the online world. They will explore the law, motivations and consequences of sharing nude images, learn about deepfakes and other emerging online harms, challenge common misconceptions, and develop the knowledge and confidence to recognise and respond to misogyny and harmful online behaviours.

The Personal Development

Year 9 Super-Curriculum

	Super-Curricular Activity
1	Mental Health and Wellbeing <u>Suggested Video/Article/Podcast</u> Why We All Need Emotional First Aid – TED Talk (YouTube) <u>Explore Further</u> Mental health can be influenced by stress, relationships, social media and lifestyle. Why is it important to develop resilience and healthy coping strategies during adolescence?
2	Careers and Future Choices <u>Suggested Video/Article/Podcast</u> How to Find a Career You Genuinely Love – TEDx Talks (YouTube) <u>Explore Further</u> Career pathways are influenced by interests, skills, opportunities and personal choices. What factors should young people consider when making decisions about their future?
3	Intimate Sexual Relationships <u>Suggested Video/Article/Podcast</u> Consent Explained for Young People – NSPCC/Childline <u>Explore Further</u> Healthy relationships are built on trust, respect and communication. Why is consent important in all relationships and situations?
4	Navigating Online Harms and Influence <u>Suggested Video/Article/Podcast</u> How Social Media Shapes Identity – BBC Ideas (YouTube) <u>Explore Further</u> Online platforms can influence opinions, behaviour and self-image. How can young people recognise manipulation, misinformation and harmful online influence?

The PE Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

Year 9 students will build on and embed the physical development and skills learned in years 7 and 8, become more competent, confident, and advanced in their skills and techniques. Students' make progress to applying techniques across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work.

What Students Will Learn

Students will start to perform advanced offensive and defence techniques in different activities. They will develop the confidence and interest to increase participation in exercise, sports and activities out of school and in later life and understand how to apply the long-term health benefits of physical activity. Students will also learn exam PE topic areas through their Fitness Unit and Athletics (spring and summer term), preparing and giving a taste of the content within the GCSE PE and Cambridge National courses.

Invasion Games – Football and Basketball

Students will execute advanced skills in football and basketball. This will include passing, dribbling, shooting and controlling space in full sided competitive matches. They will evaluate and identify individual and team performance areas to improve.

Invasion Games – Rugby - and Cross-Country

Students will learn to perform a range of advanced skills and tactical decisions in a competitive match. They will develop an understanding of positional responsibility and how to counter opposition tactics and they will plan and implement personal endurance goals and set race strategies.

Net and Wall Games – Table Tennis and Badminton

Students will learn to execute advanced shots and movement patterns and improve shot selection in table tennis, adapting tactics during competitive matches. They will also develop evaluation skills on performance and competitive play. Students develop advanced spin and speeds in the drive, serve, kill, clear and smash with technical clarity. They will learn how to gain an advantage through positional play in badminton singles and doubles.

Trampoline

Boys will develop advanced sequences of skills with control and balance and will develop a comprehensive understanding of safety in all areas of trampolining.

Athletic Events

Here students refine and adapt techniques to maximise performance from 100m up to 1500m. They will also refine and adapt performances in field events, including shotput, discus, javelin, long jump and triple, and will learn how to evaluate their performance and set personal goals.

Net and Wall Games - Cricket

Students will demonstrate advanced technical skills in batting bowling and fielding and will adapt tactics based on game situation and conditions of a match.



CURRICULUM ROADMAP PE Year 9

Football/Basketball

In football, students will demonstrate advanced control, passing, movement, & shooting skills while applying complex attacking/defensive strategies in competitive game situations. They will show leadership, effective communication, & tactical awareness while analysing performance to improve decision-making, consistency, & overall team effectiveness. Then in basketball, students will apply advanced dribbling, passing, shooting, and defensive techniques with accuracy and consistency during competitive gameplay. They will demonstrate tactical awareness, leadership, and strategic decision-making while evaluating individual and team performance to improve outcomes.

Autumn 1

Rugby/Cross Country

In rugby, students will perform advanced passing, tackling, support play, & tactical movement skills while applying structured attacking/defensive strategies in competitive games. They will demonstrate resilience, leadership, communication, & game understanding while analysing performance to improve effectiveness & teamwork. Then, in cross country, students will develop advanced endurance, pacing, & race strategies while maintaining efficient running technique over challenging distances & terrain. They will analyse performance data, set ambitious fitness targets, and demonstrate resilience, determination, & self-motivation to improve personal performance.

Autumn 2

Badminton/Table Tennis

In badminton, students will demonstrate control & consistency in a range of attacking & defensive shots while applying tactical strategies in competitive singles & doubles matches. They will show effective movement, communication, & game management skills while evaluating performance to improve precision, decision-making, & consistency. Then, in tables tennis, students will apply advanced serving, spin, placement, & rallying techniques while using tactical strategies to outplay opponents in competitive situations. They will demonstrate quick reactions, strategic thinking, & performance analysis skills to improve consistency & match performance.

Spring 1

Trampoline

Students will perform complex sequences & routines with control, fluency, & precision while consistently demonstrating safe practice and advanced body management. They will evaluate & refine performance using feedback to improve technique, creativity, confidence, & presentation quality.

Spring 2

Fitness

Students will develop advanced application of fitness components & training methods. Identifying techniques to improve endurance, speed, flexibility & overall performance. Students will evaluate personal fitness tests & set challenging targets to improve components of fitness. They will understand which methods of training are effective for improving different sporting activities.

Summer 1

Cricket/Softball

In cricket, students will demonstrate consistency & control in batting, bowling, fielding, & catching while applying advanced tactics & decision-making during competitive gameplay. They will show leadership, teamwork, & strategic awareness while evaluating performance to improve effectiveness & game understanding. Then, in softball, students will apply advanced batting, fielding, throwing, & base-running techniques while making tactical decisions in competitive game situations. They will demonstrate leadership, teamwork, & communication skills while analysing performance to improve consistency, accuracy, & overall game effectiveness.

Summer 2

Time to STRIVE for success!

The PE Year 9 Super-Curriculum

	Super-Curricular Activity
1	<u>Invasion Games</u> Create a tournament within your friendship group or volunteer to help out at school clubs. Outcome: <i>Outcome: Deeper understanding of leadership skills needed for competition or school clubs.</i>
2	<u>Invasion Games and Cross-country</u> Investigate how nutrition in schools can improve learning, training and recovery. Create a poster for your form group. Outcome: <i>Outcome: Increasing understanding of learning, nutrition and recovery.</i>
3	<u>Net and Wall Games</u> Research local clubs in your area for net and wall competition. www.competitions.lta.org.uk Badminton England Outcome: <i>Increase understanding of clubs within the local community.</i>
4	<u>Net and wall Games/Trampoline</u> Become a sports rep in school and help organise House competitions. Outcome: <i>Increase confidence in leadership skills, decision making and effective communication.</i>
5	<u>Athletic events</u> Visit the website www.parkrun.com. Set a target time for a 5km and develop a training schedule to achieve this time. Outcome: <i>Build understanding of skills required for athletic events.</i>
6	<u>Striking and Fielding</u> Watch cricket and tennis coaching techniques online. Develop an understanding of advanced techniques. Outcome: <i>Build understanding of advanced techniques in striking and fielding skills.</i>

The RE Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

The RE curriculum in Year 9 develops students' understanding of how religion and belief influence individuals and society. The aim is to foster curiosity, strengthen analytical thinking, and enable students to evaluate the relationship between belief, power, and change in the modern world

What Students Will Learn

Throughout Year 9 students examine the study of religion in society, influential reformers, demographic data, and contemporary issues. They explore social, political, and historical approaches as ways of understanding religion, investigating how religious and non-religious perspectives respond to questions about authority, identity, and social change. Students will deepen their understanding of religion as a lived and evolving phenomenon.

Political and Sociological Approaches and Religion and Politics in the Enlightenment

This module frames final-year disciplinary focus on society and belief. Through a social science lens, students consider how social scientists analyse the phenomenon of religion. They build on what they have learnt about ethics in Year 8. This unit lays a foundation for future learning on religious and secular authority.

Rebels: Challenging Authority

Students study three case studies of individuals who challenged authority. They will analyse the inspiration behind their actions and the historical impact of their choices. They will reason the degree to which religious beliefs might cause someone to challenge authority.

Census: Religion in Modern Britain

Students interpret census data to explore religion and belief in the UK. They will examine the growing diversity within Christianity and the rise of cultural Christians. They will use work by the sociologist, Linda Woodhead, to analyse the rise of 'no religion' in the UK.

Changing World

Students learn about the social contract as they explore why and how institutional religion formed laws, the social context of the time and their prevalence today. They will explore the role of written and living authority as well as their own role in deciding how to live in accordance with personal values. Students examine how religions have created rules to live by. They will investigate how the ethics of Jesus reframed the Jewish law of the time and how Muslims may use the concept of *ijtihad* to make moral decisions.

Denominations

Students will gain an understanding that Christianity is a family of worldviews. They will examine historical splits such as that between Catholicism and Orthodoxy alongside groups such as Quakers and Jehovah's Witnesses to see areas of commonality and difference.

Matriarchs

Students will take a hermeneutical reading of scripture to assess the status of women in the Bible. Through a series of key stories, they will analyse how women are portrayed and how these stories have been interpreted and re-interpreted over the centuries.



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CURRICULUM ROADMAP RE Year 9

Religion and Politics in the Enlightenment

Political and sociological approaches develop understanding of how religion shapes society and authority, building on prior learning about ethics and belief.

Autumn 1

Rebels: Challenging Authority

Students study three case studies of individuals who challenged authority. Analyse the inspiration behind their actions and the historical impact of their choices. Students will reason the degree to which religious beliefs might cause someone to challenge authority.

Autumn 2

Census: Religion in Modern Britain

Students interpret census data to explore religion and belief in the UK, examine the growing diversity within Christianity and the rise of cultural Christians. Using the work by the sociologist, Linda Woodhead, to analyse the rise of 'no religion' in the UK.

Spring 1

Changing World

Students investigate how worldviews adapt teaching in the light of contemporary concerns. They will examine how Christians and Jews have responded to ideas of dominion with a focus on responsibility for the earth. They will examine attitudes to animals and Islamic ideas of reason.

Spring 2

Denominations

Students gain an understanding that Christianity is a family of worldviews. They will examine historical splits such as that between Catholicism and Orthodoxy alongside groups such as Quakers and Jehovah's Witnesses to see areas of commonality and difference.

Summer 1

Matriarchs

Students take a hermeneutical reading of scripture to assess the status of women in the Bible. Through a series of key stories students will analyse how women are portrayed and how these stories have been interpreted and re-interpreted over the centuries. This unit promotes depth of theological understanding but also highlights the contribution of women in Christianity and opposes misogyny.

Summer 2

Time to STRIVE for success!

The RE Year 9 Super-Curriculum

	Super-Curricular Activity
1	What Shapes What We Believe? Task: Choose three influences from the list: religion, family, government/law, friends, social media, personal beliefs Create a 'Map of Influence' showing how each shapes people's values and decisions. For each one, explain: How it influences behaviour; What are the benefits of following it; What problems could arise if people followed it without question? Thinking challenge: <i>Do people need authority figures to tell them what is right, or can they decide for themselves?</i>
2	The Justified Rebel? Case Study Challenge Explore three historical or modern figures who challenged authority (religious or political). Task: Choose three figures (e.g. Martin Luther King Jr., Malala Yousafzai, Jesus, Rosa Parks, Nelson Mandela, Greta Thunberg). For each one, complete a 'Rebel Profile' including: the authority they challenged; the beliefs that motivated them; the risks they took; whether you believe their actions were justified, and why. Thinking challenge: <i>Is a 'rebel' always right if they believe strongly enough?</i>
3	You Are the Sociologist - Data Detective Follow the link to analyse simplified census-style data about religion in the UK. Religion, England and Wales - Office for National Statistics https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021 Task: What patterns do you notice? Why might 'no religion' be increasing? Thinking challenge: <i>Does 'no religion' mean no belief?</i>
4	Rules for a Better World If you were creating a new community, what ten rules would you choose and why? Create a Community Rulebook and compare some of your rules to those found in Christianity or Islam. Finish by answering: <i>Do rules make people good, or do good people follow rules?</i>
5	Christianity: One Family, Many Voices Task: Compare at least three groups: Roman Catholics, Orthodox Christians, Quakers. Create a comparison table of their different beliefs, worship style and how they use their Bible. Thinking challenge: <i>Is unity more important than difference in religion?</i>
6	Rewriting Sacred Narratives Task: Explore how women are portrayed in religious texts – choose two or three biblical women (e.g. Mary Magdalene, Esther, Ruth, Eve), and analyse how they are described in scripture and how interpretations have changed over time? Create a modern-day 'Matriarch profile': A woman today who shows leadership, courage, or moral influence.

The Spanish Year 9 Curriculum

Curriculum Intentions and Building on Prior Learning

Students will further consolidate and build on what they have learnt in years 7 and 8 but will also learn the conditional tense. Learning a language is made up of four key skills, *listening, speaking, reading and writing*, and most lessons will contain all four elements. Students will also learn how to make their writing and speaking more complex and will build on these skills each half term. Alongside the written and spoken production they learn further grammatical knowledge to develop their understanding of how a language works. (*this is in line with the new GCSE exam*).

What Students Will Learn

In Year 9, students will develop the language skills needed to be able to invite people out, to describe their lifestyle, to discuss their job and career choices, to evaluate how healthy they are. By the end of the year students will be confident in using three tenses with regular, (and some key irregular verbs) and be able to use the language for more in-depth discussions on topics of interest. Throughout the course, students will also further develop their knowledge of Spain, and Spanish speaking countries, to broaden their cultural horizons and understanding of the world in which they live. The learning platform that students use to supplement their studies is Activelearn and the digital textbooks are Viva 2 and 3.

<u>Invitations out</u> Places in the town (review), Time (review), Prepositions of place, Excuses. Grammar: Conditional tense (<i>I would...</i>), Modal verbs querer (to want) and poder (to be able) Phonics: qu (review), ce/ci, z, ll (review), j/g (review), Silent h Accent marks in the conditional tense Culture: Spanish speaking cities and towns	<u>Daily routine</u> Daily routine, clothes, sporting events Grammar: Reflexive verbs (present tense), near future, demonstrative adjectives Phonics: j / g (review), qu (review), z (zapatos), ñ (review), r / rr (review), Silent h (review) Spanish vowel sounds and stress pattern Culture: Customs in Spain and Latin America
<u>Jobs</u> Jobs, activities at work, describing job, personality Grammar: Conditional (review) modal verbs (review), adjectival agreement (review) Phonics: j / g (review), ci / ce, z (review), qu, r / rr (review) Culture: Employment in Spain	<u>Work experience and future careers</u> The work you did, future plans Grammar: Preterite of regular/ irregular verbs (review), Conditional tense (review), Using three tenses together Phonics: Spanish vowel sounds (review), Stress and accent mark Culture: Spanish working routines
<u>Sports and diet</u> Diet, lifestyle, Daily routine Grammar: Negatives, stem-changing verbs, reflexive verbs (review) Phonics: ci, ce, z, soft c (review) Culture: Spanish speaking diet	<u>Health and ailments</u> Ailments, getting fit Grammar: Modal verbs (review), the imperative Phonics: silent h (review), j (review) Culture: Spanish speaking diet



CURRICULUM ROADMAP Spanish Year 9

¿Te gustaría ir... ?

Students build on their knowledge and understanding of places in the town from Year 8. They apply grammatical knowledge of the conditional tense (I would...), modal verbs. Students learn to use transactional language to make invitations and discuss their plans for activities.

Autumn 1

Un día normal

Students build on their knowledge and understanding of time, house, colours, present, past and future tenses. They apply grammatical knowledge of reflexive verbs (present tense), the near future, demonstrative adjectives. They learn to describe their daily routine and make comparisons using the three tenses.

Autumn 2

El trabajo

Students build on their knowledge and understanding of time phrases, negatives, places in the town and family members from Years 7 and 8. They apply grammatical knowledge of conditional (review), modal verbs (review, adjectival agreement (review)). They learn to discuss a variety of jobs and what they involve and to evaluate what they would like to do as a job.

Spring 1

Mi experiencia laboral

Students build on their knowledge and understanding of places of work, personality adjectives, conditional tense. They apply grammatical knowledge of preterite (regular/ irregular verbs), conditional tense (review), using three tenses together. Students learn to discuss their experience of the world of work and what their future plans are and they learn to reflect upon and discuss the positive and negative aspects of different types of employment.

Spring 2

El ejercicio y la dieta

Students build on their knowledge sports and foods from Years 7 and 8. They apply grammatical knowledge of negatives, reflexive verbs (review), stem-changing verbs (review). They learn to discuss whether they lead a healthy lifestyle and evaluate what they could do to be healthier.

Summer 1

La salud

Students build on their knowledge and understanding of places of work, personality adjectives, conditional tense. They apply grammatical knowledge of modal verbs (review), the imperative and can discuss any health ailments and make recommendations for how to improve their health.

Summer 2

Time to STRIVE for success!

The Spanish Year 9 Super-Curriculum

	Super-Curricular Activity
1	<u>Spanish music project</u> Research a Spanish-speaking singer, band or musician of your choice and create a profile exploring their music, career, influence and contribution to Spanish-speaking culture. Outcome: To understand how music reflects cultural identity and contemporary issues in the Spanish-speaking world
2	<u>Spanish television challenge</u> Watch an episode or clip from a French television programme and produce a short review commenting on the genre, characters, themes and cultural aspects. Outcome: To develop listening skills and cultural awareness through authentic Spanish-language media.
3	<u>My future career project</u> Research a career you would like to pursue and investigate salary, qualifications, career pathways and opportunities where French language skills could be beneficial. Outcome: To develop an understanding of how languages can enhance future education and career opportunities
4	<u>Spanish Festivals and Traditions</u> Research a Spanish festival and compare it with a celebration in the UK. What are the similarities and differences, and why might these occur? Outcome: To identify any similarities between Spanish customs and those in the UK
5	<u>Film Studies Project</u> Watch a Spanish film or film trailer and create a review exploring the storyline, characters, themes and cultural significance while giving and justifying your personal opinions. Outcome: To develop analytical and interpretative skills through authentic Spanish cinema.
6	<u>Food and healthy living investigation</u> Research a traditional Spanish dish and compare Spanish eating habits with those in the UK. Present your findings creatively and explain the cultural significance of the dish. Outcome: To understand how food reflects culture, traditions and lifestyle in Spanish-speaking countries.