The Rural Enterprise Academy

Year 9 Curriculum Overview

The Rural Enterprise Academy:

Educating, nurturing and inspiring our future rural entrepreneurs. We aim to create a culture which is kind, where everybody can be successful and fulfil their potential.

Work Hard; Be Kind!

"Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding."

- William Arthur Ward

Topic Tracker

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Weeks 1-10: *Of Mice and Men*		Weeks 11-20: Dystopian Literature	Weeks 21-30: *Romeo And Juliet*		Weeks 31-40: Identity Poetry
Maths	Straight Line Graphs Form and Solve Equations and Inequalities	3D Shapes Constructions and Congruency	Numbers Using Percentages Maths and Money	Deduction Rotation and Translation Pythagoras' Theorem	Enlargement and Similarity Solving Ratio and Proportion Problems	Rates Probability Algebraic Representation
Science	Earth II	Organisms II	Ecosystems II	Genes II	Forces II	Electromagnets
Geography	Awesome Asia Virtual Fieldwork	An interdependent World School Site Fieldwork Recycling link to SDG	Middle East How has it evolved? Virtual Field Work	Africa's The Single Story Explored! Extended Learning / FW West Midlands Safari Park	Are Natural Disasters on the increase?	Thaw Point Virtual Field Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Studies	Weeks 1-10: Human Rights and responsibilities		Weeks 11-20: Buddhism	Weeks 21-30: Reformation		Weeks 31-40: Islam
Physical Education	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Team Sports Football / Netball / Rugby	Badminton Cross Country	Striking & Fielding Rounder & Softball	Athletics
Computing	Python programming with sequences of data	Media: animations	Data science	Representations: going audiovisual	Cybersecurity	Physical computing
CPSHE	Being Me	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Technology	Smart Watches	Graphics	Iterative Design	Iterative Design	Standards for food	Standards for food
Environmental Studies	The Impacts on planet Earth (Measuring impacts)	The Impacts on planet Earth (Atmosphere)	Environmental Communities and ecology	Changing organisms	Levels of organisation	Maintaining biodiversity

English

"I admire people who dare to take the language, English, and understand it and understand the melody" - Maya Angelou

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Component Knowledge:	***Of Mice and Men*** FOCUS: Analysing writer's use of language and understanding how context impacts a text. Introducing the concepts of dialectical and colloquial writing. Builds on literary analysis (7&8) and feeds forward to modern novel (GCSE). Students will focus on: how contextual issues (problematising history) impact our reading of texts and how writers use speech for effect. Students will approach the whole text through reading aloud in lessons. **[Covers P&C: *Checkin' Out Me History*]** (Fulfils National Curriculum KS3 English requirement for reading 2 books a year) (Fulfils National Curriculum KS3 English requirement for World Literature)	***Dystopian Extracts*** FOCUS: Using a range of dystopian extracts to identify tropes, methods and structural devices before applying them to creative writing task. Students will draft and redraft one piece over the cycle. Builds on poetry and short story writing (7&8) and feeds forward to language papers (extract analysis) and dystopian genre (*Animal Farm*). Students will focus on: how writers use setting, character, atmosphere and sentence types to describe. Students will read extracts aloud in lessons (once per week).	***Romeo & Juliet*** FOCUS: Writing a nonfiction text (newspaper) using appropriate tone, register and address. Builds on knowledge of persuasive writing methods from years 7 and 8 and feeds forward to Language Paper 2. Also, builds on *Julius Caesar* (yr7) and prepares for *Macbeth* (Year 11). Students will focus on: sentence forms; tense; use of quotation; audience; purpose as well as comprehension and reading aloud. Students will read extracts of the play aloud in lessons. **[Covers P&C: *My Last Duchess*]** (Fulfils National Curriculum KS3 English requirement for studying two Shakespeare plays in KS3.)	***Identity Poetry*** FOCUS: Comparatively analysing the writer's use of figurative language methods, sound and structure while also applying context. Builds on poetry (end of year 7 and 8) and feeds forward to GCSE poetry module. Students will focus on: identify language and structural methods in poetry; applying context; understanding the difference between narrator and author; constructing comparative analysis paragraphs Students will read *Noughts and Crosses* to reinforce the topic of racism in literature. **[Covers P&C: *Emigree*]** (Fulfils National Curriculum KS3 requirements for reading 2 books a year).
Knowledge	Colloquial language (critical) Reinforces Figurative language types (analytical); Introduces sonic language (dialect etc.) Implicit and explicit knowledge	Dystopian genre, tropes, language, form and structure Implicit and explicit knowledge Structural forms of dystopian narrative (analytical and creative)	Shakespearean language Dramatic form Context informing text	Cultural context Colloquial language and expression (creative) Poetic form to communicate meaning

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Concepts	Key Terminology • Colloquial • Dialect • Itinerant • Parable • Speech • Narrative Voice • Dramatic Irony • Foreshadowing • Cyclical Structure • Segregation • Context • Symbolism Colloquial dialect Contextual issues (problematising history)	Key Terminology • Dystopia • Trope • Genre • Archetype • Tyranny • Oppression • Propaganda • Surveillance • Dictatorship • Exposition • Character • Futuristic Dystopian genre/tropes Applying knowledge critically and creatively	Key Terminology • Headline • Byline • Lede Paragraph • Broadsheet • Tabloid • Past Tense • Formal • Unbiased • Modernisation • Tone • Audience • Purpose Newspaper components Creative adaptation/ Modernisation	Key Terminology • Caesura • Enjambment • Narrative Voice • Identity • Marginalised • Colloquial • Autobiographical • Biographical • Motif • Repetition • Contrast • Direct Address Cultural expression in literature Research skills and informative writing
Reading Skills	Reading aloud (performatively) as a class Discussing reading Drawing inferences Predicting events	Reading unfamiliar texts with confidence, inference and comprehension Mapping similar genres to familiar tropes	Increasing confidence in reading Shakespearean dialect Reading aloud (performatively) for effect	Reading for deeper meaning Reading for rhythm and rhyme Reading to punctuation Discussing reading

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Writing Skills	To write a structurally sound (organised paragraphs) Analytical essay (P.E.E.) which refers to author, uses methods and quotation, Analyses language and Justifies inference while referring to correct context Essential requirements: • Write formally • Analyse writer's use of method • Use evidence to support • Use punctuation accurately	To write a structurally sound (clear beginning, middle and end, using paragraphs to indicate transition) Fictional narrative (using adjectives, as well as punctuation, for effect, in consideration of the audience), Following Freytag's model Essential requirements: • Exposition (including description of character and setting) • Initial Incident (including villain) • Climax • Resolution • Using a range of sentence types for effect • Using punctuation	To write a structurally sound (organised paragraphs) Informative newspaper (using DAFOREST methods, as well as punctuation, for effect, in consideration of the audience), Using the events of the story (*Romeo & Juliet*) Essential requirements: • Adapt tone, style, register • Use DAFOREST • Use range of sentence types • Use punctuation accurately • Use correct information from the narrative	To write a structurally sound (organised paragraphs) Analytical essay (P.E.E.) which refers to author, uses methods and quotation, Analyses language and Justifies inference Essential requirements: • Write formally • Analyse writer's use of method • Use evidence to support Use punctuation accurately
Assessments and End Points:	**End of cycle assessment** **GL Assessment Baseline test**	**End of cycle assessment**	**End of cycle assessment** **GL Assessment Progress test**	**End of cycle assessment** **Summative assessment based on all units of work covered**

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Important literacy and numeracy developed	Reading skills: Extended guided reading of full texts in each cycle. Close analytical reading focusing on word and sentence level understanding; inference, analysis and comparison skills are inherent in the year 7 curriculum Writing skills: Extended writing, including planning, drafting and editing. Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar. Developing appreciation of genre features of different writing styles, such as rhetorical writing. Oracy skills: Each unit features distinct opportunities to explore texts and themes through talk. Several units of English in the year have explicit focus on the use of spoken language, such as Non-Fiction Viewpoint Writing.			
Wider skills and enrichment	Pupils develop skills in analysis and evaluation as well as critical thinking skills. Pupils are encouraged to show stamina and resilience in extended writing tasks. Enrichment activities are included through the key stage 3 curriculum to develop an understanding of historical context of the books that pupil's study as well as giving the opportunity to visit the theatre.			
How you can help your child at home	Encourage your child to read independently every day for a minimum of around 20 minutes. Talk to them about the books they would like to read and support the choice of a range of texts. Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.			

Maths

"Mathematics is in its own way, the poetry of logical ideas" - Albert Einstein

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Straight line graphs:** Interpret straight line graphs Find and use the equation of a straight line and reduce equations to the form y=mx + c Compare to linear sequences and find the rule for the nth term **Form and solve equations and inequalities:** Revisit previous knowledge and extend to equations and inequalities with unknowns on both sides (including in the context of angles, probability and area) Change the subject of a formula	**3D shapes:** Understand faces, edges and vertices; name common 3D shapes Identify 2D shapes within 3D shapes Calculate volume of any prism, and volume/ surface area of a cuboid or cylinder Work out a missing length when given volume **Constructions and congruency:** Construct 3D shapes from nets and nets from 3D shapes Understand congruency and explore via construction (e.g. perpendiculars and bisectors) Construct and use scale drawings	**Numbers:** Revisit types of number (including rational and real numbers), fraction arithmetic and standard form Extend knowledge of HCF and LCM **Using percentages:** Revisit percentage increase and decrease Use percentages over 100% Solve problems involving percentage change, percentage multipliers and reverse percentages **Mathematics and money:** Explore financial mathematics including bills, bank statements, interest and best buys	**Deduction:** Revisit angle rules, including within special quadrilaterals Find angles using algebraic methods and chains of reasoning **Rotation and translation:** Identify order of rotational symmetry Rotate and translate a shape Understand variance and invariance in transformations **Pythagoras' theorem:** Identify the hypotenuse Determine whether a triangle is right-angled and calculate missing sides	**Enlargement and similarity:** Enlarge shapes by a positive scale factor (including from a point) Calculate missing sides in similar shapes **Solving ratio and proportion problems:** Direct proportion problems and graphs; simple inverse proportion Conversion graphs Solve ratio problems given the whole or a part Best buys	**Rates:** Solve problems involving speed/distance/time and density/mass/volume Work with compound units **Probability:** Relative frequency Expected number of outcomes Independent events **Algebraic representation:** Drawing and reading from quadratics Representing inequalities Interpreting other graphs (e.g. reciprocal)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Test conjectures:** Test conjectures e.g.: Sums and products of odd/even numbers in a given number in a sequence? In this shape…? Are these lines parallel? What would happen if…?					**Revision:** Revision of topics chosen based on assessment throughout Key Stage 3.
Assessments and End Points:	**Assessments after each unit of work**	**Assessments after each unit of work** **End of term assessment** **GL Assessment Progress Test**	**Assessments after each unit of work**	**Assessments after each unit of work** **End of term assessment**	**Assessments after each unit of work** **GL Assessment Progress test**	**Assessments after each unit of work** **Summative assessment based on all units of work covered**
Important literacy and numeracy developed	We will revisit all the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas.					
Wider skills and enrichment	Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically.					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year.					

Science

"Nothing in life is to be feared; it is only to be understood" - Marie Curie

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	Natural and human chemical processes contribute to our carbon dioxide emissions. Earth's resources are turned into useful materials or recycled. Global warming is caused by humans	Exercise, smoking and asthma affect the gas exchange system. The digestive system comprises of several organs	Organisms living in different conditions use respiration to get their energy. Some organisms are dependent on photosynthesis. Respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy and form new molecules.	Predict and explain the changes in a population over time due to natural selection. Explain why offspring from the same parents look similar but are not usually identical.	Forces act on an object to cause a change in velocity/shape. Gravity and weight are both forces that can change depending on the objects involved Moments are affected by the force exerted and the distance from the pivot (point of turn)	How magnets interact Magnetic fields are formed by electric current and interact with their surroundings. Uses of an electromagnet
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **GL Assessment Progress test**	**End of topic recall test** **Summative assessment on all topics studied**
Important literacy and numeracy developed	Pupils will take part in class reading during lessons to support the development of understanding scientific texts. A wide range of scientific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of standard calculations, reading tables and graphs and also use of three-part equations. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils will develop laboratory skills – particularly focusing on developing planning to investigate testable questions. Understanding of 'how science works', including how and why theories are developed and changed is a key part of science throughout key stage 3 Science club runs as part of Wednesday enrichment and there are opportunities to take part in STEM competitions throughout key stage 3.					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. BBC Bitesize (Key Stage 3 Science) is and excellent resource for supporting more in-depth learning at home. Developing reading of science-fiction books, scientific news (e.g. BBC News website) and watching documentaries and sci-fi programmes may also be beneficial					

Geography

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Awesome Asia*** **Place –** understand the cause of flooding in Asia understand how biomes are formed by the interaction of the Earth's spheres – mountains. **Space** – understand population distribution and change in Asia, compare the population structure of two Asian countries. **Interdependence -** infrastructure; manufacturing; trade; slum; bottom-up approaches.	***An Interdependent World*** **Place –** Exploring an understanding of climate change and greenhouse gases on a variety of scales from global to local. **Space** – understand the contribution of using natural resources, energy development, economic growth and population change on the world's changing climate **Sustainability** – understand that action to face climate change requires international agreement and collaboration in line with sustainability goals	***Middle East*** **Place –** know the physical landscape of the Middle East **Space** - understand the pattern of climate zones in the Middle East and compare a desert and a Mediterranean climate. Understand the distribution of population and ethnic groups across the Middle East. **Sustainability** – identify issues of water scarcity created by the climate of the region. **Interdependence -** understand the reasons for conflict in the Middle East	***Exploring Africa*** **Place –** know the physical landscape of Africa **Space** – understand the pattern of climate zones and biomes across Africa. Understand population distribution and change in Africa and compare urbanisation in a region of India to a region of Africa. **Sustainability** – identify solutions to desertification in the Sahel.	***Natural Hazards*** **Place –** Progress understanding of the concept of the Earth's Systems. Exploring the idea of climate change **Space** – Understand the role of greenhouse gases **Interdependence -** Understand how the Earth works and is changing – the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers	***Thaw Point*** **Place** – Locate the changing global distribution of ice sheets and glaciers. Locate Perioto Moreno Glacier in Patagonia, Argentina; Margarie Glacier, Canada; and Fox Identify human and physical features of a locality – Helvellyn, Snowdon; Dinorwig, North Wales; Geiranger, Norway

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge	**Environmental interaction –** how our actions can affect the earth on a global scale. How people use the natural world **Physical and Human processes -** Understand and appreciate the interrelationship between places and environments globally and locally.	**Interdependence -** Consider how the UK government is managing the risks of climate change **Environmental interaction –** Understand the interaction and interconnection of the Earth's spheres, principles of weather and climate and changing glaciers 6) **Physical and Human processes -** Apply understanding of the geographical concepts – economy, development, Earth's spheres, weather and climate, population change and melting glaciers.	**Physical and Human processes -** Identify key features of the Middle East's physical landscape, climate, environments, population distribution and economy	**Interdependence -** challenge stereotypical views about the continent of Africa and appreciate the effects of colonialism on present-day Africa **Environmental interaction –** identify the causes and consequences of desertification in the Sahel **Physical and Human processes -** Understand how biomes are formed by the interaction of the Earth's spheres – savanna	**Physical and Human processes -** Understand that scientists believe the Earth has entered a new human-created geological epoch – the Anthropocene	**Space** – Progress understanding of the concepts of the Earth's Systems, place, space, scale. Understand that the world's distribution of glaciers varies through time **Interdependence** – Understand how erosion, deposition and transportation create and change landforms **Physical and Human processes** - Identify and understand how people use glacial landforms Understand how scientists investigate how glaciers are changing
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Important literacy and numeracy developed	New vocabulary is introduced each lesson and referred back to within extended writing tasks. Students use textbooks and case studies to investigate geographical issues further. Fieldwork requires a wide range of numeracy skills, including measurements, calculating averages, drawing, reading and analysing graphs and charts, analysis of geographical statistics and manipulation of data.					
Wider skills and enrichment	Pupils will develop their teamwork skills alongside critical thinking and problem solving. Pupils have the opportunity to develop enquiry and analysis skills through virtual and outside fieldwork					
How you can help your child at home	Pupils will be set regular Educake recall quizzes. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessment and then ongoing throughout the year. The Geography Google Classroom has all lesson resources uploaded on to it which pupils can access at home to support their learning. There are many wider reading opportunities to support your child at home.					

Religious Studies

"Share your knowledge. It is a way to achieve immortality" - Dalai Lama

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Component Knowledge:	***Philosophy & Ethics:*** ***Human Rights*** Focus on non-religious concepts, and ethical debate in preparation for Year 10. Returning to debate skills from 7:4 and 8:3 and be assessed on classroom discussion, strength of argument.	***Beliefs and Practices:*** ***Buddhism & Pacifism*** Revisit Dharmic Faiths, reinforcing from 7:1. Introducing students to the idea of philosophical belief (religion without a god). Understanding global religions as distinct and yet following universal truths.	***History of Religion:*** ***Reformation*** Building on contextual learning for Shakespeare in English, and key ideas from Christianity from 7:3 and 8:2. Understanding religion as an historical and political force, Feeding forward to GCSE.	***Source Analysis:*** ***Islam*** To complement historical study of Christianity and Judaism. Examining the impact of history on contemporary Islamic beliefs and Islam's role as a global religion. Understanding the similarities and differences between the Abrahamic Faiths.
Knowledge	• Attitudes to Equality • Human Rights • Freedom of Belief • Social Justice • Racism • Sexism	• The Buddha • The dhamma • Four Noble Truths • Buddhist places of worship • Meditation • Buddhist practices	• Role of the Pope • Dissolution of Monasteries • Guttenberg Press • Martin Luther & 99 Theses • Henry VIII divorce • Anglicanism	• Muhammed • Allah • Qu'Ran • Mosques • Religious Practices • Denominations
Concepts	Tolerance Prejudice Discrimination	Anicca and Anatta Skhandas Samatha	Christian denominations Religion as an historical process Impact of technology on religion	History of Islam Caliphate Five Pillars of Islam

	Cycle One	Cycle Two	Cycle Three	Cycle Four
Skills	• Demonstrate knowledge and understanding of non-religious philosophies • Analyse and evaluate without bias • Discuss without bias	• Demonstrate knowledge and understanding of non-religious philosophies • Analyse and evaluate without bias • Use key terminology	• Demonstrate knowledge and understanding of Western religious beliefs • Analyse the changing role of the Church • Use terminology	• Demonstrate knowledge and understanding of Islam • Analyse and evaluate religious beliefs without bias in writing • Use terminology
Assessments and End Points:	**Topic End Knowledge Check** **Class Debate**	**Topic End Knowledge Check** **Midway Knowledge Check**	**End of topic test** **Analytical Writing**	**End of Topic Test** **Analytical Writing**
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to descriptive analysis of texts. Pupils develop oracy skills through debate and discussion and are encouraged to complete extended writing tasks. There is a focus on reading comprehension throughout the curriculum.			
Wider skills and enrichment	Students are given the opportunity to learn about the important aspects of different faiths across the world. Students develop skills in analysis and evaluation as well as critical thinking skills.			
How you can help your child at home	Encourage your child to complete further research into the topics studied. If possible, take your child to visit places of worship for different religions.			

Physical Education

"You, me, or nobody gonna hit as hard as life. But it ain't about how hard you hit. It's about how hard you can get hit and keep moving forward. How much you can take and keep moving forward" - Rocky Balboa

	Invasion Games Football	***Invasion Games Rugby***	***Invasion Games Netball***	***Net Games Badminton***	***Cross Country / Fitness***	***Striking & Fielding Rounders / Softball***	***Athletics***
Component Knowledge:	**Knowledge** To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's.	**Knowledge** To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's.	**Knowledge** To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's.	**Knowledge** To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's.	**Knowledge** To understand how different exercises and types of exercise can affect the body in a positive way. To understand the positive effects of exercise on the body and mind. **Skills** To revisit and understand how different **components of fitness are improved and how to implement improvements**	**Knowledge** To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's.	**Knowledge** To understand the technique and safety points in relation to throwing events. To understand the run up and measuring process for jumping events. To understand how a fully competitive competition is organised and will have experience of this. To know the basic techniques to successfully carry out each athletics event. To know the track lines and event rules.

	Invasion Games ***Football***	***Invasion Games*** ***Rugby***	***Invasion Games*** ***Netball***	***Net Games*** ***Badminton***	***Cross Country / Fitness***	***Striking & Fielding*** ***Rounders / Softball***	***Athletics***
Component Knowledge:	**Skills** The basic skills ***(passing, dribbling, heading, shooting, defending and movement off the ball)*** are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	**Skills** The basic skills (**passing** and **full contact tackling**, **rucking and mauling**. With the introduction of **lineout lifting**, **scrummaging and kicking**) are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations	**Skills** The basic skills ***(variety of passes, shooting, pivoting and playing within the rules)*** are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	**Skills** The basic skills ***(clears, drop shots, smash & drives)*** are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations		**Skills** The basic skills **(throwing, catching and batting)** are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations	**Skills** Throughout each lesson the basic skills (**Discus & Shot put handling and release repeated & progressed to add an approach.)** will be added onto and more complex techniques will be taught and repeated; if not in isolation then in conditioned competition or fully competitive event.
Assessments and End Points:	Practical assessment based on technique, application and competitive situations	Practical assessment based on technique, application and competitive situations	Practical assessment based on technique, application and competitive situations	Practical assessment based on accurate replication of technique	Assessment based on fitness level	Practical assessment based on accurate replication of technique	Practical assessment based on accurate replication of technique

	Invasion Games *Football*	*Invasion Games* *Rugby*	*Invasion Games* *Netball*	*Net Games* *Badminton*	*Cross Country / Fitness*	*Striking & Fielding* *Rounders / Softball*	*Athletics*
Important literacy and numeracy developed	PE often involves reading and understanding of written instructions, rules and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement and counting. Students learn to accurately measure distances, understand units of measurement, estimate and compare lengths. They also develop counting skills while keeping track of scores, points or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals and units of time.						
Wider skills and enrichment	Students will practice and develop their teamwork and communication skills during team sports. They will also be encouraged to develop resilience in PE and transfer this to other areas of their lives. Pupils are given a range of opportunities to take part in sporting enrichment activities, there is a wide choice each half term and we would encourage pupils to take part in as many as they can.						
How you can help your child at home	Encourage your child to take part in extracurricular clubs and sporting competitions on offer. Help your child to prepare for their lessons by ensuring they have their PE kit. Encourage at least 60 minutes of physical activity each day.						

Computing

"Everybody in this country should learn to program a computer because it teaches you how to think" - Steve Jobs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Python programming with sequences of data*** **Key Concepts** Manipulating strings and lists. Creating a programming project. **Knowledge** Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.	***Media: animations*** **Key Concepts** Creating 3D animations through object manipulation, and tweaking and adjusting lighting and camera angles. **Knowledge** Learners will be introduced to the basics of making models in Blender: deleting and adding objects; moving, rotating, scaling, and colouring. **Skills** Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	***Data science*** **Key Concepts** Using data to investigate problems and make real-world changes. **Knowledge** Understanding how visualising data can help us to provide insights that may not be as obvious when looking at raw data. **Skills** Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.	***Representations: going audiovisual*** **Key Concepts** Representing images and sound using binary digits. **Knowledge** Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.	***Cybersecurity*** **Key Concepts** Identifying how users and organisations can protect themselves from cyberattacks. **Knowledge** Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.	***Physical computing*** **Key Concepts** Sensing and controlling with the micro: bit. **Knowledge** Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits. Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Skills** Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.			**Skills** Explain how attributes such as sampling frequency and sample size affect characteristics such as representation size and perceived quality, and the trade-offs involved. Perform basic sound editing tasks using appropriate software and combine them in order to solve more complex problems requiring sound manipulation.	**Skills** Compare security threats against probability and the potential impact to organisations. Explain how networks can be protected from common security threats.	**Skills** Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.
Assessments and End Points:	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**	**Low stakes assessment after each unit of work**
Important literacy and numeracy developed	Links to literacy when looking at how to communicate with people online as well as the creation of digital products created for a purpose with a specific audience. Links to numeracy seen throughout the work completed in coding, for example shapes, angles, etc.					
Wider skills and enrichment	The curriculum gives pupils the ability to problem solve and think logically to help them understand the world around them, as well as helping them to structure, organise and process information. We run a Minecraft club afterschool which pupils really enjoy as well as STEM competitions throughout the year.					
How you can help your child at home	Help your child to complete their iDEA badges, by the end of year 9 they should have completed the Bronze award.					

CPSHE

"Be the change you want to see in the world." - Mahatma Gandhi

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	***Unit 1: Being Me*** Building on the relationships concept at the end of year 8; exploring what different intimate relationships are like and social pressures **Key Concepts** Different levels and types of relationships with different groups Self worth and self-expression **Knowledge** Intimate Relationships Peer approval/pressure Grooming Social Groups Risk Behaviour Self-Identity Abuse Coercion **Skills** Communication	***Unit 2: Celebrating Difference*** Building on students' self awareness and identities, encouraging students to speak for themselves and when, where and how to persuade others **Key Concepts** Advocating for beliefs Challenge and tolerance of others' beliefs **Knowledge** Prejudice Discrimination Equality Act Protected Characteristics Advocation Bullying **Skills** Oracy Communication Self-Advocacy Tolerance	***Unit 3: Dreams & Goals*** Building on students' increasing self-awareness, understanding how who they are now will directly impact their future; how to improve physical and mental health to achieve long term goals **Key Concepts** SMART planning Understanding the self as a future concept Distinguishing between impact, effect and improvement **Knowledge** Personal Strengths Health goals Feedback & Criticism Mental Health Media manipulation **Skills** Self-assessment Self-awareness	***Unit 4: Healthy Me*** Builds on students' awareness of themselves as an agent for change. Focus on the responsibilities of the individual for themselves and as members of society **Key Concepts** Autonomy as individuals in control of their physical and mental health **Knowledge** Lifestyle choices Alcohol and smoking Legal: drugs Emergency first aid **Skills** Emergency first aid	***Unit 5: Relationships*** Building on works with relationships, health and relationships with others to build to appropriate sexual intimacy **Key Concepts** Autonomy in relationships for individuals and sexual relationships **Knowledge** Power Control Intimacy Adolescence Consent Legal: Sex Pornography **Skills** Communication	***Unit 6: Changing Me*** Deepening understanding of how our physical development, our actions and interactions impact ourselves at psychological and biological levels **Key Concepts** Impacts of behaviour on psychology, and psychology on behaviour **Knowledge** Mental Health Stigmas Emotional Change Sleep Psychological Impact Resilience
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – understanding the use of data and statistics. Introducing pupils to the concept of budgeting and applying this to real life scenarios					
Wider skills and enrichment	Pupils develop a good understanding of important issues from personal skills such as goal setting and money management, to issues in society such as discrimination and equality. Pupils are encouraged to develop critical thinking skills as they work through the topics.					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class. Encourage your child to talk to you about the topics they are learning about in lessons.					

Technology

"Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products" - James Dyson

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**Smart Watch** Student will develop a design for a new smart watch Students will complete a full iterative design task from concept through to 3D prototype modelling. Learning the process and how to further use CAD and also the 3D printer **Why this?** This will follow on from the previous use of CAD and will develop students' skills further. **Why now?** This will build further upon the students' knowledge of CAD and will lead to the introduction of CAM.	**Graphic Design** Students will further develop their graphic design skills, building on prior knowledge from Years 7 and 8. **Why this?** This will follow on from the previous Year 8 unit, developing the skills learnt further. **Why now?** This will build upon the learning and prepare students graphic skills ready for GCSE.	**Iterative Design** Students will complete a full iterative design task from concept through to 3D prototype modelling. **Why this?** This will follow on from the previous watch design project, building upon their learning of iterative design. Pupils will build upon this knowledge, adding in prototyping techniques ready for GCSE level.		**Standards for Food** **Why this?** As a school that celebrates diversity and equality. And promote ethics within the school. Students should be informed and learn about how to ethically source food and provisions. **Why now?** This will build upon the learning of food technology. It will also build up the learning from science about nutrition and nutritional values.	**Chilled Ready Meals** Students will explore the popularity and diversity of the chilled meal sector by appraising currently available meals before designing a specification for a healthier chilled ready meal and preparing and cooking it. Students also produce a food label to show the nutritional content and evaluate the product against the design specification. **Why now?** This will continue to build upon the learning of food technology. It will also build up the learning from science about nutrition and nutritional values.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments and End Points:	**End of unit topic test**	**End of unit topic test**	**End of unit topic test**		**End of unit topic test**	**End of unit topic test** **Summative assessment based on all units studied**
Important literacy and numeracy developed	**Literacy** To use a range of specialist vocabulary to communicate ideas Designer research Extended writing in evaluations **Numeracy** Measuring, angles, feedback charts					
Wider skills and enrichment	Developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with project work. Working as a team in a practical context. Enrichment activities include a range of STEM competitions that take place throughout key stage 3.					
How you can help your child at home	Encourage organisation to bring ingredients for food practical work Discuss interesting elements of design in your day to day lives Encourage your child to help with cooking and washing up at home Discuss your child project's with them and help them to develop reflective skills, helping to develop their creativity.					

Environmental Studies

"You must unite behind science. You must take action. You must do the impossible. Because giving up can never be an option" - Greta Thunberg

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Component Knowledge:	**The Impacts on planet Earth (Measuring impacts)** Scientists use a range of sampling techniques to assess the impacts of humans on the environment. Identify biotic and abiotic factors Identify how habitats change over time and distance	**The Impacts on planet Earth (Atmosphere)** Scientists continue to be alarmed by increasing levels of air pollutants. Scientists attribute increasing population size and consumerism to air quality decline Identify the main types and sources of air pollutants Recognise the environmental impacts of air pollution	**Environmental Communities and ecology** MRR is widely used throughout conservation areas as a way of determining animal populations Understanding of competition within species and how animals and plants compete. Recognise abiotic and biotic factors	**Changing organisms** The theory of evolution is often seen as the main overarching theme that ties all topics of biology together. Recognise the limitations of the evidence for the theory and the difficulties Darwin had convincing the scientific community	**Levels of organisation** The fundamental role of photosynthesis in feeding relationships at all trophic levels. They will understand that relationships between organisms depend on feeding. Recall the key equation for photosynthesis Recognise producers that are not green plants.	**Maintaining biodiversity** Biodiversity is a measurement of the variety of plants and animals in the environment at any given point. It can be used as an indicator of the health of an ecosystem. The greater the biodiversity the healthier the ecosystem. Levels of biodiversity can be affected by factors such as pollution, climate change, habitat loss and poaching Levels of biodiversity can be increased through conservation Levels of biodiversity can be increased through education Consider the factors that affect biodiversity when planning improvements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments and End Points:	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test**	**End of topic recall test** **Summative assessment on all topics studied**
Important literacy and numeracy developed	Pupils will take part in class reading during lessons to support the development of understanding texts. A wide range of subject specific vocabulary will be developed through taught knowledge and ongoing recall. Pupils will be taught to write logically, for example when writing a method. Numeracy will be developed through use of data collection techniques, drawing, reading and analysing graphs and manipulating data. Measurements are a key part of practical work throughout the year.					
Wider skills and enrichment	Pupils have the opportunity to develop practical skills throughout the curriculum. Eco club is part of the enrichment offer on Wednesday afternoons for pupils interested in helping to improve the environmental impact of the academy.					
How you can help your child at home	Encourage your child to watch documentaries and read relevant texts and news articles about the environment. There are often local community projects that students can get involved in if they are interested in helping improve the environment for everyone.					