

HITCHIN BOYS' SCHOOL

Year 9 Curriculum Maps

This document outlines the curriculum that each subject will aim to cover each term. Each subject has provided an overall learning focus with a more detailed outline of how learning will take place, through the content that will be taught and the skills that will be learnt and reinforced. The learning of each student is then assessed. The intended assessments are outlined by each department in their curriculum maps below. Across all subjects there will be a range of summative and formative assessments that ensure our intended Year 9 curriculum at Hitchin Boys' School is assessed in a balanced and fair manner to all. Further details on how each subject will assess students can be found in our Assessment and Feedback Policy found [here](#).

The content and assessments outlined in this document link closely to how teacher's judge progress throughout the academic year. The three Year 9 reports that are sent home at the end of each term, provide a judgement from each subject teacher as to the extent of learning that has taken place. It is important to note that the Department for Education (DfE) do not provide targets for KeyStage 3 (Years 7, 8 and 9) and do not encourage School's to develop their own. Our measure of progress is solely a teacher judgement, based on each student's performance against the taught curriculum and their own prior attainment level. We report on Progress using 4 judgements as follows:

Progress Value	Progress meaning
Exceeded Expectations	The student has made better than expected progress over recent learning, which could include exceeding expectations based on their prior attainment scores or going above and beyond in terms of their depth of learning.
Expected	The student has made the expected level of progress over recent learning, which could include engaging fully with the content delivered in lessons, making a consistently positive contribution to class discussions and/or producing written work of a high quality both in class and for home learning.
Inconsistent	The student has made less than expected progress over recent learning and subsequently their progress is inconsistent. This is a judgement based on how they have performed in their assessments against their prior attainment but also how well they have engaged in class discussions, their willingness to answer questions and the quality of their written work both in class and for home learning.
Significant Concern	The student has made little to no progress over recent learning and subsequently their progress is a concern. This is a judgement based on how they have performed in their assessments against their prior attainment but also how well they have engaged in class discussions, their willingness to answer questions and the quality of their written work both in class and for home learning. It may also reflect the impact poor attendance may have on learning.

Year 9 Curriculum Maps 2023-24

Subject: **Art and Design**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	<i>Featured Artist: Sarah Graham</i> (Typography)	<i>Featured Artist: Sarah Graham</i> (Packaging)	Perspective	<i>Featured Artist: John Piper</i>	<i>Featured Artist: Victor Vasarely</i> Using Maths to create Art	<i>Featured Artist: Lichtenstein</i> English in Art Onomatopoeia <i>Featured Artist: Rauschenberg</i> Visually conveying a message
Content and Skills	Grid Drawing Typography Tonal Drawing Coloured Pencil	Colour mixing Fine Art brush skills Colour Mixing Paint application	1/2-point perspective Observational drawing Tonal drawing Oil pastel	Written analysis of featured artist Mixed Media Layering Collage Printmaking - Mono printing	Written analysis of featured artist Optical Illusions	Written analysis of featured artist Photoshop layering Digital Collage
Assessment	Tonal and Coloured pencil Lettering	Acrylic painted sweet wrapper	2-point perspective Oil pastel	Architecture Collage	Optical Illusion Sculpture	Digital Outcome

Subject: Computer Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Cybersecurity	Representations: going audiovisual	Python programming with sequences of data	Physical Computing	Game Lab	Development for the Web
Skills	<p>Aims:</p> <p>This unit takes the learners on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Learners will: Consider the value of their data to organisations and what they might use it for. Look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. Consider the more common cybercrimes as well as looking at methods to protect ourselves and our networks against these attacks.</p>	<p>Aims:</p> <p>In this unit, learners will:</p> <p>Focus on making digital media such as images and sounds and discover how media is stored as binary code.</p> <p>Draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together. This will help you to understand how the underlying principles of digital representations are applied in real settings.</p>	<p>Aims:</p> <p>This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. Tasks based on sequences of data, that range from accessing an individual element to manipulating the entire sequence. A range of pedagogical tools are employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples.</p>	<p>Aims:</p> <p>This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro:bit.</p> <p>Learners will get acquainted with the host of components built into the micro:bit. Write simple programs that use these components to interact with the physical world. Learners will then work in pairs to build a physical computing project.</p> <p>They are also expected to be able to combine sequence, selection, iteration, and function/method calls to control the flow of program execution.</p>	<p>Aims:</p> <p>In this unit students will follow on from the Year 8 unit on App Development using Code.org's AppLab.</p> <p>In this unit students will learn the basics of developing and creating a simple game using graphics and block code based on Java.</p> <p>The learner will follow a series of online lessons both in class and at home with a series of tasks that will need to be completed by the end of the topic.</p> <p>https://studio.code.org/s/csd3-2022</p>	<p>Aims:</p> <p>In this unit, we will look behind the curtain to help learners start to understand how web pages are constructed using HTML tags, and how they can be modified to display content as they wish.</p> <p>We will learn how to carefully control what we search for, so that we are more likely to find what we want, instead of navigating too many results.</p> <p>We will build a simple website using a combination of html and web design applications.</p>
Assessment	Formative Assessment through classwork and homework worksheets. Summative Assessment is done in the form of an end of unit google quiz.	Formative Assessment through classwork and homework worksheets. Summative Assessment is done in the form of an end of unit google quiz.	Assessment through classwork and homework worksheets. Summative Assessment is done in the form of an end of unit google quiz.	Assessment through classwork and homework worksheets. Summative Assessment is done in the form of an end of unit google quiz.	Assessment through classwork and homework worksheets. Summative Assessment is done in the form of an end of unit google quiz.	Assessment through classwork and homework worksheets. Summative Assessment is done in the form of an end of unit google quiz.

Subject: Design and Technology

	Precious plastic	Jewellery design	Food Preparation and Nutrition
Content	Applying knowledge learnt in KS3 design and technology so far. Gaining knowledge of the GCSE design and technology course coursework, which this project is designed to be similar to. Designing and making a product to meet a user's needs. Developing knowledge of sustainability related to polymers and practical understanding of polymer manufacturing processes in the workshop.	Understand how to complete detailed research into design movements including information such as important people (artists, designers, architects), dates to give historical context to the movement, images or sketches of key structures or patterns. Students learn about origins of metals, useful properties, and how to cut, shape and finish metal products using tin snips, junior hacksaws, files, wet and dry and enamel. Developing knowledge and practical understanding of safe metal manufacturing processes in the workshop.	Students begin to understand what healthy eating means and what exactly does that mean for the student's family and friends. Making decisions. Recognises sociocultural influences, availability, production processes, diet and healthy choices. Life Skills are learnt throughout, therefore they are able to make choices on affordable and nutritional products to feed themselves and others in later life: with the knowledge and understanding how to balance dishes safely and prepare hygienically.
Skills	Researching skills Identifying the needs of a user. Design Skills: Designing for users' needs. Development and modelling of design ideas. Developing students' use of Computer Aided Design. Developing students making skills with a focus on Polymer based materials.	Research Skills Research design styles/movements and existing designer's work Design and Communication Skills: Practise sketching technique, drawing in 3d including Isometric, 1 and 2 point perspective Making skills: Introduction to making using metalwork tools and equipment safely including; marking out, cutting, shaping, filing and heat treatment and enamelling.	Skills and Techniques Assessment of cutting skills. Develop hygiene and safety rules in the preparation area for good food hygiene. 4Cs focus on nutrients required for a healthy balanced diet and why they are needed in the body. Develop understanding how to use more complex ingredients and cooking methods . Develop techniques in making different pastries. Skills rolling, shaping, chilling. Develop knowledge and understanding of the issues associated with cross- contamination. Awareness of what are high risk food products. Using skills to demonstrate safe and hygienic preparation of vegetables and meat. Using knife skills and precision and accuracy, temperature control. Develop the use of sensory descriptive words, use of the hob, frying skills, sauce making . Develop knowledge and understanding of cake making - high risk product -eggs. Making skills and techniques. Folding - ribbon test 3 seconds.
Assessment	1. Mid unit assessment of research/design work, self, peer, and teacher assessed 2. End of topic self/peer/teacher assessment of practical outcome using set descriptors.	Design and Communication Skills assessed through completed design page mid unit. End of topic theory assessment using Google form Making assessed via photo of completed outcome	Practical assessment throughout the course. End of course assessment using Google form.

Subject: Drama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	DNA This unit allows students to explore a scripted text and explore the dangers of being part of a gang.	Blood Brothers This unit allows students to explore a scripted text and the complexities of status, hierarchy and family.	FACE This unit allows students to explore a scripted text and the intricacies of being a teenager, along with body image and how to cope when things go terribly wrong.	FACE This unit allows students to explore a scripted text and the intricacies of being a teenager, along with body image and how to cope when things go terribly wrong.	Protest Theatre This unit allows students to explore how theatre can be used as a tool for change.	Devising from a stimulus This unit allows students to explore a range of stimuli, creating a short improvisation from each. Each session adds something to their 'museum' and encourages them to consider the different types of relationships we develop on life's road.
Skills	Status Still image Script work Split scene Thoughts aloud Atmosphere Flashback Rehearsed improvisation Cyclical storytelling	Rehearsal techniques Relationships Proxemics Status Still image Script work Split scene Thoughts aloud Atmosphere Flashback Rehearsed improvisation Vocal work	Non-linear structure Narrative Thoughts aloud Unison Script work Marking the Moment Dramatic irony Developing a character Rehearsed improvisation	Non-linear structure Narrative Thoughts aloud Unison Script work Marking the Moment Dramatic irony Developing a character Rehearsed improvisation	Physical theatre Practitioner- Brecht Breaking the Fourth Wall Montage Narration Music/ song Freeze frames Prop work Practitioner- Boal Forum theatre	Relationships Stimuli for devising Characterisation Genre Atmosphere Flashback Rehearsed improvisation Marking the Moment
Assessment	Creating and performing a short piece of cyclical storytelling based on the themes in DNA. Responding orally to their own and others' work and completing a short written quiz on Google Forms.	Creating and performing an alternative ending to the play Responding orally to their own and others' work and completing a short written quiz on Google Forms.	Creating and performing an advert to inform an audience about drug driving and persuade them to make better choices.	Responding orally to their own and others' work and completing a short written quiz on Google Forms.	Creating and performing a piece of protest theatre rooted in practitioners' technique. Responding orally to their own and others' work and completing a short written quiz on Google Forms.	Creating and performing a piece that is based on one of the stimuli in the project. Responding orally to their own and others' work and completing a short written quiz on Google Forms.

Subject: **English**

Theme: **Lost Voices**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Voices of Lost Love		Fantasy and The Gothic		Silenced Voices	
	Stories from antiquity	Shakespeare: <i>Romeo and Juliet</i>	Film Studies: Constructed realities	Novel Study: <i>"We make up horrors to help us cope with the real ones."</i>	Novel study: Masculinity	Poetry & Non-Fiction Texts
Content and Skills	Cultural capital lies at the heart of this unit, which begins a year of GCSE preparation by introducing pupils to the classics which underpin a deeper appreciation of Shakespeare and poetry.	Shakespeare's play explores themes of love, relationships, power and conflict. Pupils build an analysis of this tragedy upon the foundations of their prior study of the classics.	<i>Edward Scissorhands</i> is selected as a modern Gothic text through which pupils can explore and consider themes of conformity, appearances vs reality, individuality and being an outsider.	This unit builds on pupils' prior film study by turning their attention to the past. Through a range of 19th century novel extracts, articles and original materials, pupils develop an appreciation of the challenges of life in the Victorian era.	Pupils study Robert Cormier's <i>Heroes</i> developing contextual knowledge that enriches the study of the novel's themes of war and heroism; appearances and disguise; loneliness and isolation; guilt and forgiveness.	War poetry from different cultures. Poems written during and shortly after World War I which highlight a variety of themes. Some describe the horrors of the battlefield, some express patriotic feelings or heroism, others the pity of the waste of lives
Assessments	Writing - Fiction Write a short narrative or descriptive piece.	Reading - Literature Analysis of a short extract and the text as a whole on a given theme.	Reading - Literature Complete essay on a clip and the text as a whole, on a given theme.	Writing - Non Fiction Written non-fiction article on a given aspect of 19th Century Britain.	Reading - Literature Complete essay on an extract and the text as a whole, on a given theme.	

Business Planning	
Content	<p>Enterprises and businesses are at the centre of the global economy. Students will be introduced to the knowledge and skills needed to start an enterprise. They will learn key business terms and concepts of entrepreneurship, business ownership and basic finance.</p> <p>Students discuss their ideas and collaboratively learn to work on a business plan and present their ideas in a 'Dragon's Dens' style at the end of the course.</p> <p>The intent is to develop students' understanding of the world and how the different behaviours of businesses affect us as consumers. If students choose to take Business or Enterprise in GCSE, this could allow them to secure understanding part of the curriculum.</p>
Skills	<p>Research skills and analytical skills Research different entrepreneurs or businesses. Analyse the benefits and drawbacks of various factors in making business decisions.</p> <p>Teamwork, communication and interpersonal skills Develop teamwork by discussing ideas in a group or class, solve problems together, include and support others. Develop presentation skill.</p> <p>Numeracy and evaluation skills Apply student's knowledge in basic calculation of cost and price</p> <p>IT skills Develop students' use of Google Slide/ Powerpoint.</p>
Assessment	<p>Google Form assessment</p> <p>Producing a completed business plan of their business and presenting the ideas in class.</p>

	Autumn	Spring	Summer
Content	<p>Our Restless World What is a natural hazard and why does it pose risk to people? Do continents fit together like a jigsaw puzzle? What is happening beneath our feet? Why do we experience earthquakes and volcanoes? What do we know about earthquakes and volcanoes? Why do the effects and responses of earthquakes and volcanoes vary between countries of contrasting levels of wealth? What are super volcanoes and how big is the scale of their effects? How can monitoring, prediction, protection and planning reduce the risks from a tectonic hazard?</p>	<p>Our Resourceful World How do we use our planet as a natural resource? What are rocks and how are they a natural resource? What is coal and how has demand changed in the UK? Why are soils the root of life? How does the biosphere and hydrosphere provide natural resources? How is water distributed around the world? Where is the Grand Ethiopian Renaissance Dam and who does it affect? What resources are found in the Middle East and how does this benefit the region? Why is there ongoing conflict in the Middle East? Does Geography help or hinder the Russian economy? Why did Russia plant their flag on the seabed of the North Pole? What natural resources can be used to generate electricity? How can we use natural resources more sustainably?</p>	<p>Our Living World What is an ecosystem and how do biotic and abiotic components interact? What are the characteristics of our school plantation? What are the characteristics of the tropical rainforest? What are the economic and environmental impacts of deforestation? How can tropical rainforests be managed sustainably? What are the characteristics of cold environments? What are the development opportunities and challenges in Alaska? How are cold environments at risk of economic development and how can this be managed?</p>
Skills	<p>Cartographic skills Comparing historical maps to contemporary maps to show changes over geological history. Plotting earthquakes and volcanoes using latitudes and longitudes Graphical Skills Interpreting choropleth maps Interpreting contours to create cross profiles, drawing and interpreting scatter graphs and adding a line of best fit. Other Interpretation of photographs and geographical sources Numeracy skills – calculating increase. Drawing and annotating diagrams</p>	<p>Cartographic skills Using 360° videos to explore the Blue Nile Exploring physical and political maps of the Middle East Use of OS Maps to identify areas of specified land use, and to aid decision-making. Graphical skills Interpreting line graphs, choropleth maps, proportional circles, and flow lines. Drawing and interpreting pie charts, stacked bar graphs and climate graphs. Other Compressing Earth's history into an imaginary day Examining changes using historical and contemporary images UN Mediation Meeting role play on the construction of the Grand Renaissance HEP Dam in Ethiopia Interpreting cartoons.</p>	<p>Cartographic skills Use of historical and contemporary maps to examine changes. Graphical skills Interpreting proportional circles and flow diagrams, choropleth maps, climate graphs and pie charts. Drawing and interpreting a bar graph Other Numeracy skills – percentage decrease Creation of a model to show the distinctive characteristics of the tropical rainforest. A conference of deforestation where students represent different interest groups to discuss how Brazil should aim to proceed with development in the Amazon. Escape room activity exploring the Amazon rainforest</p>
Assessment	<p>1. Extended written piece completed at home with a criterion on a 'Journey to the Centre of the Earth'.</p> <p>2. An extended writing piece to be completed in the classroom which compares the severity of earthquakes</p> <p>3. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class</p>	<p>1. Extended written piece completed in the classroom on how factors influence the availability of water.</p> <p>2. Mid unit assessment in timed conditions on the content up to 'Why is there an ongoing conflict in the Middle East?'</p> <p>3. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class</p>	<p>1. Extended written piece completed in the classroom on interdependence</p> <p>2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class</p>

Subject: **History**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<p>World War I</p> <p>“How did the Great War get its name?”</p> <ul style="list-style-type: none"> - Why did Franz Ferdinand’s murder trigger the deadliest conflict of the time? - Why was this war different from others? - What was life like for the soldiers? - What was life like on the home front? 	<p>Post-war Europe</p> <p>“How did the Great War produce some of the most infamous men in history?”</p> <ul style="list-style-type: none"> - How did the Great War finally end? - How did the world change after the Great War? - Why was there a rise in extremism after the war? - Who was the worst of the despots? 	<p>Nazi Germany</p> <p>“What was it like to live under a dictator like Hitler?”</p> <ul style="list-style-type: none"> - How did Hitler consolidate his dictatorship? - Did Hitler make people in Germany’s life better off? - Was Hitler solely to blame for the Second World War? 	<p>World War II</p> <p>“Was the Second World War deadlier than the first?”</p> <ul style="list-style-type: none"> - How was this war different from the Great War? - What was the turning point for the allies? - What was life like on the British home front - Why was Germany defeated? 	<p>Persecution of minorities</p> <p>“How have minorities been treated throughout history?”</p> <ul style="list-style-type: none"> - Why was there a genocide during WWII? - What was the Final Solution? - What other groups in history have been persecuted? - How is persecution different today? 	<p>TBC on review of recent changes</p>
Skills	<p>Conceptual focus</p> <p><i>Change; continuity; similarity; contrast; significance; interpretations; evidence (primary & secondary)</i></p> <p>Skills focus</p> <p><i>Chronological thinking; comprehension; analysis; interpretation; research; analysis; judgement</i></p>					
Assessment	Mid term google form on the content of the half term. Multiple choice and a PEEL paragraph.	End of term test, consisting of a google form quiz and a hand written exam style question on the content of the half term. Completed in class.	Mid term google form on the content of the half term. Multiple choice and a PEEL paragraph.	End of term test, consisting of a google form quiz and a hand written exam style question on the content of the half term. Completed in class.	End of year test, consisting of a google form quiz and a hand written exam style question on the content of the year. Completed in class.	Final term google form on the content of the half term. Multiple choice and a PEEL paragraph.

Subject: Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Fractions recap Fraction, Decimal, Percentage Conversion Prime Factorisation Rounding and Estimation Ratio & Proportion	Indices Standard Form Real life graphs	Algebraic Manipulation Straight Line Graphs Solving linear inequalities Simultaneous equations	Geometry recap Symmetry (reflective and rotational) Transformations	Pythagoras' Theorem Probability Construction and Loci (1)	Construction and Loci (2) 2D & 3D representations Summer Projects
Skills	<p>Recognise and use equivalence between simple fractions Introduce simple algebraic fractions Recognise and use equivalence between simple fractions and mixed numbers Calculate a fraction of a quantity Express one quantity as a fraction of another Add, subtract, multiply and divide simple fractions (including improper fractions) Including mixed numbers and negative fractions, include algebraic elements</p> <p>Express a simple fraction as a terminating decimal or vice versa without a calculator Use division to convert a simple fraction to a decimal Convert between fractions and percentages</p> <p>Express one quantity as a percentage of another with or without a calculator Convert between decimals, fractions and percentages Order integers, fractions, decimals and percentages Use inequality symbols</p> <p>Identify prime numbers Use power notation in expressing whole number as a product of its prime factors Introduce algebraic terms Find the HCF and LCM of two numbers by listing Find the HCF and LCM of two whole numbers from their prime factorisations</p> <p>Rounding recap (decimals, significant figures) Use inequality notation to write down an error interval for a number or measurement rounded or truncated to a given degree of accuracy Calculate the upper and lower bounds of a calculation using numbers rounded to a known degree of accuracy Understand the difference between bounds of discrete and continuous quantities Estimate or check without a calculator, the result of a calculation by doing a suitable approximation Estimate or check without a calculator, the results of more complex calculations including roots</p> <p>Ratio recap Split a quantity into two parts given the ratio of the parts Split a quantity into three or more parts given the ratio of the parts Calculate quantities when given information about differences in ratio</p>	<p>Use positive integer indices to write values eg 2 to the power of 4</p> <p>Use negative integer indices to represent reciprocals Calculate positive integer powers and exact roots Calculate with negative integer powers Recognise simple power of 2,3,4 and 5</p> <p>Use negative integer indices to represent reciprocals Use fractional indices to represent roots Calculate with negative integer powers Calculate fractional powers Know and apply multiplication and division rule Know and apply brackets rule</p> <p>Interpret and order numbers in standard form Convert numbers from standard form Convert numbers to standard form Add and Subtract numbers in standard form without a calculator Multiply and Divide numbers in standard form without a calculator</p> <p>Construct and interpret graphs in real-world context, simple conversion graphs Understand the relationship between gradient and ratio Construct and interpret graphs in real-world context, graphs based on scenarios (eg business prices, profit etc.) Construct and interpret graphs in real-world context, distance time graphs Construct and interpret graphs in real-world context, speed time graphs Calculate or estimate areas under graphs and interpret in contexts</p>	<p>Algebra recap (simplifying and substitution) Factorising and Expanding single and double brackets Rearranging algebraic expressions to change the subject</p> <p>Work with x and y coordinates in all four quadrants Use a table of values to plot graphs of linear and quadratic functions Find and interpret the gradient and intercept of straight lines using $y=mx+c$ Find and interpret the gradient and intercept of straight lines graphically Use the form $y=mx+c$ to find and sketch equations of a straight line Find the equation of a line through two given points or through one point with a given gradient</p> <p>Use $<, >, \leq, \geq, =, \neq$. Solve linear inequalities in one variable, expressing solutions on a number line using conventional notation Identify the solution sets of linear inequalities in one variable, using the convention of dashed and solid lines</p> <p>Use graphs to find the approximate solution of two linear simultaneous equations Set up and solve two simple linear simultaneous equations in two variables algebraically, one common variable Set up and solve two linear simultaneous equations in two variables algebraically, using elimination including non common variable</p>	<p>Geometry recap (2d shape properties, angle rules, congruency and similarity)</p> <p>Identify reflection symmetries of triangles, quadrilaterals and other polygons Reflect a simple shape in a given mirror line and identify the mirror line from a shape and it's image Identify a mirror line $x=a, y=b, x=y$ from a simple shape and its image under reflection Identify rotation symmetries of triangles, quadrilaterals and other polygons</p> <p>Rotate a simple shape clockwise or anti-clockwise through a multiple of 90 about a given centre of rotation Identify the centre, angle and sense of a rotation from a simple shape and its image under rotation Use a column vector to describe a translation of a simple shape and perform a specified translation Reflect a simple shape in a given mirror line and identify the mirror line from a shape and it's image Identify a mirror line $x=a, y=b, x=y$ from a simple shape and its image under reflection Perform a sequence of isometric transformations (reflections, rotations or translations) on a simple shape Enlarge a simple shape from a given centre using a whole number scale factor and identify the scale factor of enlargement Identify the centre and scale factor (including fractional scale factors) of an enlargement of a simple shape, and perform such an enlargement of a simple shape</p>	<p>Know, derive and apply Pythagoras' theorem to find lengths in right-angled triangles in 2D figures Know, derive and apply Pythagoras' theorem to find lengths in right-angled triangles in 2D figures Apply Pythagoras' theorem in more complex figures including 3D figures</p> <p>Use systematic listing strategies Use the product rule for counting numbers of outcomes of combined events Use the 0-1 probability scale as a measure of likelihood of random events</p> <p>Calculate probabilities expressed as fractions or decimals in simple experiments with equally likely outcomes for example rolling fair dice</p> <p>Use the addition law for mutually exclusive events $P(A) + P(\text{not } A) = 1$ Record, describe and analyse the relative frequency of outcome of repeated experiments using tables and frequency trees Use relative frequency as an estimate of probability Understand that relative frequencies approach the theoretical probability as the number of trials increases Use tables and grids to list the outcomes of single events and simple combinations of events, and to calculate theoretical probabilities Use sample spaces for more complex combinations of events Use tables and grids to list the outcomes of single events and simple combinations of events, and to calculate theoretical probabilities Calculate probabilities of simple combined events, for example rolling two dice and looking at the totals Understand the concept of conditional probability, and calculate it from first principles in known contexts. eg. Selecting a diamond card given the card is red Use tree diagrams to enumerate sets and to record the probabilities of successive events (tree frames may be given and in some cases will be partly completed) Use tree diagrams to calculate the probability of independent and dependent combined events</p> <p>Use a two-circle Venn diagram to enumerate sets and use this to calculate related probabilities Use simple set notation to describe simple sets of numbers or objects Construct venn diagrams to solve more complex probability problems including conditional probabilities</p> <p>Use a ruler and compass to measure straight lines Use a protractor to construct and measure angles Use compasses to construct circles Draw diagrams from written descriptions as required by questions Use ASA, SAS and SSS rule to accurately construct triangles using ruler and compass Construct the perpendicular bisector and midpoint of a line segment</p> <p>Construct the perpendicular from a point to a line Construct the perpendicular to a line at a point Know that the perpendicular distance from a point to a line is the shortest distance to the line Construct the bisector of an angle formed from two lines</p>	<p>Understand the term 'equidistant' Apply ruler and compass constructions to construct figures and identify the loci of points to include real-world problems. (Equidistant from two lines, and two points) Apply ruler and compass constructions to construct figures and identify the loci of points to include real-world problems. (Equidistant from a point, and from a line)</p> <p>Use the standard conventions for labelling and referring to the sides and angles of triangles eg side AB, angle ABC, rectangle ABCD Recognise and know the properties of the cube, cuboid, prism, cylinder, pyramid, cone and sphere Construct Nets of 3D shapes Construct representations of basic solids (using isometric paper) Construct representations of solids from plans and elevations (using isometric paper) Interpret plans and elevations of simple 3D solids Construct plans and elevations of simple 3D solids</p>

Assessment	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics Term 1 Assessment (mid – end of Oct) Written assessment covering the content in Autumn term 1 and 2.	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics Term 2 Assessment (start of half term) Written assessment covering the content in Autumn term 1 and 2.	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics Term 3 Assessment (mid June) Written assessment covering the content covered in year 9.
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Subject: **MFL French**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<p>Me, my family and friends Talking about myself and family Describing relationships</p> <p>Free Time (Eating out, Sport) Describing eating habits Describing what I play/do Saying what I did last weekend</p>	<p>Home and town Describing my house Describing my ideal home* Saying what there is in my town and what one can do Saying what I am going to do in town</p>	<p>School Life Describing what I study Giving my opinions about school and teachers Describing my school Saying what I did in school yesterday</p>	<p>Healthy Living Describing my diet and my healthy/unhealthy habits Giving advice to be healthy Saying what I am going to do in the future to be healthy Saying what I used to do*</p>	<p>Free Time (Music, cinema and TV) Talking about my tastes in music, TV and cinema Describing what I listen and watch (how often) Saying what I did last weekend Saying what you are going to do next weekend*</p> <p>Technology Talking about the use of social media and technology Discussing pros and cons of social media and technology</p>	<p>Customs and Festivals Learning about different French celebrations Talking about how we celebrate Giving opinions about celebration Describing an event in the past</p>
Skills	<p>Listening, Reading, Writing & Speaking skills</p> <p>Grammatical skills: AVOIR and ETRE Possessive adjectives Adjectival agreement Reflexive verbs Comparatives/superlatives* Adverbs of frequency Aimer + definite article vs Manger + partitive article Jouer à/Faire + sports Direct object pronouns*</p>	<p>Listening, Reading, Writing & Speaking skills</p> <p>Grammatical skills: J'ai/je n'ai pas de Il y a/ il n'y a pas de On peut + infinitive Complex negative structures * Conditional tense* Si clause*</p>	<p>Listening, Reading, Writing & Speaking skills</p> <p>Grammatical skills: Il faut/on doit + infinitive Perfect tense Aimer + infinitive Comparative/superlative*</p>	<p>Listening, Reading, Writing & Speaking skills</p> <p>Grammatical skills: Definite/partitive Negative structures On doit/il faut + infinitive On devrait+ infinitive * Imperfect tense*</p>	<p>Listening, Reading, Writing & Speaking skills</p> <p>Grammatical skills: Present tense Adverbs Si clauses * Near future tense Direct future tense*</p>	<p>Listening, Reading, Writing & Speaking skills</p> <p>Grammatical skills: Present tense Perfect tense Perfect and imperfect tense together</p>
Assessment	Writing assessment	Listening & Reading assessment	Listening & Reading assessment	Writing assessment	Vocabulary Test	Translation Writing

*Taught in Higher ability groups

Subject: **MFL Spanish**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Holidays Describing holidays in the past and giving opinions Describing the weather in the past Describing accommodation	Free Time Describing how I use my mobile phone Describing my taste in music and giving a range of opinions Talking about TV programmes Describing an event in the past Describing mealtimes and food preferences	Free Time Arranging to go out and giving excuses Discussing getting ready to go out Describing what to wear	Me, my family and friends Talking about myself and family Describing relationships	Home and Town Describing my house Describing my ideal home* Say what there is in my town and what one can do Saying what I am going to do in town	School Life Describing what I study Giving my opinions about school and teachers Describe my school Saying what I did in school yesterday
Skills	Listening, Reading, Writing & Speaking skills Grammatical skills: Preterite of IR Preterite of regular and irregular verbs Opinions Imperfect tense* Time clues	Listening, Reading, Writing & Speaking skills Grammatical skills: Present tense of regular verbs Comparative Superlative* Preterite of regular and irregular verbs Time clues Me gusta(n) Adjectival agreement	Listening, Reading, Writing & Speaking skills Grammatical skills: Me gustaría + infinitive Prepositions (del/de la) QUERER/PODER Reflexive verbs Near future tense	Listening, Reading, Writing & Speaking skills Grammatical skills: TENER, SER and ESTAR Possessive adjectives Adjectival agreement Reflexive verbs: Comparatives Adverbs of frequency Present tense Direct object pronouns* Question words	Listening, Reading, Writing & Speaking skills Grammatical skills: SER and ESTAR Se puede + infinitive Connectives Expressions of quantity IR and HACER Enhancing descriptions using que*	Listening, Reading, Writing & Speaking skills Grammatical skills: Infinitive structures (Tener que, deber, hay que, me gusta, quiero) Preterite Comparative Superlative* Quantifiers and intensifiers
Assessment	Writing assessment	Listening & Reading assessment	Listening & Reading assessment	Writing assessment	Vocabulary Test	Translation Writing

*Taught in Higher ability groups

Subject: **MFL German**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Free Time Cinema – film genres TV programmes Reading likes and dislikes	Healthy Living Food and drink German specialities Daily Routine Talking about what you do in the mornings Directions Clothing	Careers and Ambitions Talking about role models Talking about dreams and aspirations	Me, my family and friends Relationships with family members Relationships with friends	Home and Town Talking about your house Describing your room Talking about your town	School Life Subjects and opinions Teachers German education system
Skills	Listening, Reading, Writing & Speaking skills Grammatical skills: Recap of perfect tense Asking questions Modal verbs Adverbs	Listening, Reading, Writing & Speaking skills Grammatical skills: Reflexive verbs Separable verbs Recap of future tense	Listening, Reading, Writing & Speaking skills Grammatical skills: Conditional um...zu clauses Word order	Listening, Reading, Writing & Speaking skills Grammatical skills: The case system sein and haben	Listening, Reading, Writing & Speaking skills Grammatical skills: Definite and indefinite articles (with cases) es gibt Comparatives and superlatives	Listening, Reading, Writing & Speaking skills Grammatical skills: Modal verbs seit/vor zu+infinitive clauses
Assessment	Writing assessment	Listening & Reading assessment	Listening & Reading assessment	Writing assessment	Vocabulary Test	Translation Writing

*Taught in Higher ability groups

Subject: **Music**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Chords Students learn how to use chord sequences and they compose their own pieces of music using chords and a melody.	Ukulele Students develop the skills acquired on the ukulele in year 8 by learning to play 3 different songs, each with different challenges.	Musical Theatre Students learn about Musical Theatre; including what goes on on stage and behind the scenes, with a focus on the music.	Hip Hop Students learn about the origins of Hip Hop and how it has evolved. They compose and perform their own hip hop pieces.	Chance Music Students explore how different composers use indeterminacy in their music and they compose and perform their own experimental pieces of music.	Electronic Dance Music Students learn the conventions of EDM and use a digital audio workstation in order to create a short piece of EDM.
Skills	Performing: Performing compositions accurately and in time. Composing: Creating a chord-based composition in binary form Notation: rhythm, pitch and musical elements, layering melody and chords. Some students might use a Digital Audio Workstation. Listening/appraising: Theory: building triads and matching chords to a melody	Performing: Learning to play chord sequences and more advanced chords Playing in time with a backing track Working on posture and technique	Performing: Performing some well-known pieces of musical theatre. Composing: Optional composing task. Listening/appraising: Learning about the evolution of Musical Theatre. Listening to and appraising a range of music from musicals. Optional research and presentation task.	Performing: Timbre, accuracy and ensemble. Stylistic performance. Composing: Composing a piece using rap, plus any combination of bassline/percussion/chords. Listening/appraising: Learning about the cultural context of Hip Hop Appraising different pieces to learn how they are constructed	Performing: Timbre, accuracy and ensemble Composing: Using experimental techniques and a choice of notation styles Listening/appraising: Non-standard notation Aleatoric music and 20 th Century experimental styles	Composing: Composing a short piece in an EDM style using a drum machine, chord sequence, bass riff and melodic riff Learning how to use BandLab Listening/appraising: Learning about key aspects of EDM
Assessment	Composition, performance, written notation	Performance	Students choose between: A group presentation on either a book musical or a jukebox musical Or A composition and performance	Composition, performance, written notation	Composition, performance, written notation	Composition

Please note the curriculum map and assessment system follows the same pathway from Yr7-9. The objective is to gain greater mastery of the skills and content during each year whilst developing understanding of each activity. Whether this be a greater understanding of the rules, knowledge, or application of skill into a game-based scenario or tactical elements of those curriculum areas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Groups 1-3: Rugby Group 4 + 5: Basketball, Health Related Education and Indoor Athletics	Groups 4+5: Rugby Group 1-3: Basketball, Health Related Education and Indoor Athletics	Groups 1+2: Hockey Group 3-5: Badminton, Gymnastics and Table Tennis	Groups 3-5: Hockey Group 1+2: Badminton, Gymnastics and Table Tennis	Groups 1+2: Athletics and Cricket Group 3-5: Tennis, Volleyball, Dodgeball	Groups 3-5: Athletics and Cricket Group 1+2: Tennis, Volleyball, Dodgeball
Skills	Rugby – 'Hands' Passing, tackling, moving, breakdown skills Rugby – 'Head' Application of skills into game. Knowledge of rules. Understanding of tactics and techniques Rugby 'Heart' Leadership. Work ethic. Self analysis and goal setting	Basketball/HRE/Indoor athletics – 'Hands' BB - Movement, passing, running, shooting HRE/Indoor Ath – A variety of disciplines in indoor Track and field. Fitness programme put in place to develop physical ability in gym setting. Basketball/HRE/Indoor athletics – 'Head' BB – Application of skills into game. Knowledge of rules. Understanding of tactics and techniques. Specifically screening and 'plays' in attack and defense. HRE/Ind Ath – Applying techniques into understanding of tactics etc. Developing a knowledge of the body and how to develop their fitness using a training plan. Basketball/HRE/Indoor athletics – 'Heart' Leadership. Work ethic. Self analysis and goal setting	Hockey – 'Hands' Passing, tackling, moving, 2v1 skills, hitting, slapping and elimination skills Hockey – 'Head' Application of skills into game. Knowledge of rules. Understanding of tactics and techniques Hockey 'Heart' Leadership. Work ethic. Self analysis and goal setting	Badminton/Gymnastics/ Table tennis – 'Hands' Bad – range of skills required: serving, backhand, forehand, clear, drop shot and smash. Table tennis – Forehand and backhand. Serve. Different types of spin and technique required for each Gymnastics - Core shapes, movement, balance, group work. Leading into more complex balances, leading to a sequence. Flight work and vaulting. Badminton/Gymnastics/ Table tennis – 'Head' Bad/TT – Application of skills into game. How to move your opponent around. Understand how to highlight your strengths and opponents weakness. Scoring system and core techniques. Badminton/Gymnastics/ Table tennis – 'Heart' Leadership. Work ethic. Self analysis and goal setting	Athletics and Cricket 'Hands' Athletics – Full range of track and field events. Focus on transferable skills in throws. Learn the difference between pacing and sprinting. Develop sprint skills and starting technique. Hurdles technique developed. Cricket – Different shots and technique. Defense, drive, sweep, hook. Bowling skills Fielding skills Athletics and Cricket 'Head' Athletics – tactical understanding of events. Applying into competition Knowledge of body and how to develop this for competition Cricket – develop knowledge of fielding skills and tactics. Bowling awareness of different types, spin or seam. Offside and onside. Knowledge of the different types of cricket and tactics needed for each. Athletics and Cricket 'Heart' Leadership. Work ethic. Self analysis and goal setting	Tennis/Volleyball/ Dodgeball – 'Hands' Tennis - range of skills required: serving, backhand, forehand, clear, drop shot and smash. Volleyball – dig, set, smash and how to combine these shots together Dodgeball – throwing, dodge technique, catching and combining these skills. Tennis/Volleyball/ Dodgeball – 'Head' Tennis/Volleyball/Dodgeball - Application of skills into game. How to move your opponent around. Understand how to highlight your strengths and opponents' weakness. Scoring system and core techniques. Tennis/Volleyball/ Dodgeball – 'Heart' Leadership. Work ethic. Self analysis and goal setting
Assessment	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.

Subject: Religious Studies

	Autumn	Spring 1	Spring 2 – Summer 1	Summer 2
Content	<p>What does it mean to be Jewish? <i>Has Jewish identity survived?</i></p> <p>Pre-moses identity The Jewish Timeline Pre-war Jewish life What was the role of KinderTransport? Exploring moral culpability Has the covenant been broken? Putting God on Trial Do all Jews behave in the same way? Exploring Jewish food laws Exploring rituals in Judaism How can we reduce antisemitism?</p>	<p>The Problem of Evil and Suffering <i>Is the existence of evil and suffering a problem?</i></p> <p>What is the problem of evil and suffering? The philosophical solutions to the problem of evil Christians solution to evil Buddhist responses to suffering Religious responses to suffering (charity) Humanist responses to evil and suffering</p>	<p>Ethics and Ethical Issues <i>How can ethics influence our choices?</i></p> <p>Intro to Ethics Exploring ethical dilemmas (Trolley Problem) How do Christians respond to ethical issues? Should businesses be ethical? The dilemma of self-driving cars When does life begin? The debates on abortion What is genetic engineering? Are designer babies and saviour siblings ethical? Should the UK legalise Euthanasia? Should animals have the same rights as humans?</p>	<p>Does God Exist? <i>How can we prove the existence of God?</i></p> <p>Looking for God The Design Argument Criticisms of the Design Argument The Cosmological Argument Criticisms of the Cosmological Argument The Ontological Argument</p>
Skills*	<p>Develop religious and theological literacy, as well as skills in analysis and evaluation</p> <p>Beliefs and Practices</p>	<p>Develop religious and theological literacy, as well as skills in analysis and evaluation</p> <p>Human Responsibility and Values</p>	<p>Develop religious and theological literacy, as well as skills in analysis and evaluation</p> <p>Human Responsibility and Values.</p> <p>Justice and Fairness</p>	<p>Develop religious and theological literacy, as well as skills in analysis and evaluation</p> <p>Ultimate Questions</p>
Assessment	<p>Extended writing piece on the Kindertransport, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p> <p>Google form to assess knowledge and understanding of Jewish beliefs and practices.</p> <p>Extended writing piece on the importance of following religious law, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p>	<p>Timed questions to assess understanding on the logical problem of evil including religious and non-religious responses (completed in class).</p> <p>Extended writing piece on the problem of evil and suffering, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p>	<p>Extended writing piece on the debate between ethics and profit in business, assessing evaluative skills and using PEEL paragraph structures (completed at home).</p> <p>Extended writing piece on whether euthanasia should be legalised in the UK, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p> <p>Google Form assessing understanding of ethics and ethical issues.</p> <p>Extended writing piece on animal ethics, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p>	<p>Google Form assessing understanding of the arguments surrounding the existence of God.</p> <p>Extended writing piece on the enquiry question, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p>

* The skills incorporated are based on the Herts Agreed Syllabus

Subject: **Science**

	Topic 1	Topic 2	Topic 3	Summer
Content	<p>Forensic Science: Microscopy of fibres, Fingerprinting, Casting, Time of Death, Blood spatter analysis, Testing unknown powders and liquids and Drug testing</p> <p>Engineering: Designing and making rockets, Detecting position (GPS), Engineering for earthquakes, Bridge engineering, Rocket cars, Building towers and Wind Turbines</p> <p>Brain & Mind: The nervous system, Synapses, Effects of drugs on synapses, Learning new skills, Conditioned Reflexes, Feral children, The Stroop effect and Memory</p>	<p>Astrophysics The Big Bang, Scale of the Universe, Viewing stars and galaxies, Telescopes, Habitable planets, Launching space craft and Space exploration</p> <p>Genetics Genes and inheritance, Inherited disorders, Selective breeding, Cloning, Modelling DNA, Charles Darwin and Preventing Extinction</p> <p>Plastics & Materials Types of Material, Types of polymer, Testing materials, Fractional distillation of oil, Polymer lifecycles, Changing polymers and Eco-friendly polymer alternatives</p>	<p>Skills for Science Standard Form, Rearranging equations, Core practical skills, Gradients and Tangents, Percentage change and Specific practical skills (biology, chemistry and physics)</p> <p>Environmental Chemistry Soil type and composition, Effect of soil pH on plant growth, Air quality and pollution, Acid Rain Alternative fuels, Testing and determining water quality and Biological indicator species</p> <p>Medicine History of Medicine, Medicines from plants, Emergency at A&E (first aid), The skeleton, Circulation and blood pressure, Antibodies and immunity and Blood types</p> <p>Ecology Factors affecting distribution of species, Sampling techniques (random and systematic), Choice chambers (animal behaviour), Classification of vertebrates and invertebrates and Classification of plants</p>	<p>Nanoparticles* Nanoparticles Uses of nanoparticles Nanoparticles in medicine Nanoparticle safety Particulates produced by cars New fuels Cleaning up exhausts Hybrid and Electric cars</p>
Skills	<p>Scientific Attitudes and Investigative Skills Examining fibres under the microscope to identify them. Taking shoe print castings Using flame tests and indicators to identify unknown substances. Constructing bridges, towers and using ideas about engineering to solve problems. Testing the effects of ethanol on Daphnia. Recording data and observations Making and testing hypothesis</p> <p>Evaluation, Maths and Measurement Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? Measuring position and using triangulation.</p>	<p>Scientific Attitudes and Investigative Skills Investigating the strength of different brands of carrier bags. Understanding the fundamental concepts of how traits are passed on through generations.</p> <p>Evaluation, Maths and Measurement Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? Evaluating potato starch as a raw material to produce plastics. Evaluating different materials for use making different products.</p>	<p>Scientific Attitudes and Investigative Skills Practising key measurement skills required at GCSE. Modelling the behaviour of antibodies in blood typing. Extracting drug analogs from plants. Investigating the effect of abiotic factors in ecosystems.</p> <p>Evaluation, Maths and Measurement Using and converting numbers in standard form Rearranging equations Finding the gradients and tangents from graphs. Evaluating water quality using a variety of abiotic and biotic factors.</p>	<p>Scientific Attitudes and Investigative Skills Comparing the energy transferred by different fuels when burnt. Examining the potential uses and impacts of nanotechnology.</p> <p>Evaluation, Maths and Measurement Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved?</p>
Assessment	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check".</p>