



Ringwood School

Year 9 Curriculum Maps 2021-2022

What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work.

In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge

An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

A desire to synthesise ideas, fitting them into a wider schema and comparing them to other things they know

A desire to widen their vocabulary, so that they can use 'the language of the subject'

A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps



Year 9 Curriculum Map

How I can be a scholar in ART

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
Drawing	Painting / Print	Sculpture	Drawing/Sculpture	Developing own ideas	Producing a final piece
<p>Introduction to unit STRUCTURES.</p> <p>Recording observations</p> <p>Experimentation with materials</p> <p>AO2/AO3</p> <p><u>Focus on Pattern.</u></p> <ul style="list-style-type: none"> • Pencil drawings of sections of man-made and natural structures. • Continuation/extended drawings. Photocopies and pencil. • Ripped sections – collage sections of various structures and connect them using black and white materials. <p><u>Focus on Texture</u></p> <ul style="list-style-type: none"> • Recreate an image of structure using collage • Create a collagraph • Print collagraphs on variety of surfaces/backgrounds. • Add colour to a collagraph print – Paint/colour into 2 prints. 	<p>Recording observations</p> <p>Experimentation with materials.</p> <p>Link work with Artists</p> <p>Present a personal response</p> <p>AO1/AO2/AO3</p> <p><u>Focus on Colour.</u></p> <ul style="list-style-type: none"> • Take photographs of structures – manmade/natural. • Produce images using colour. Introduce colour mixing. Experiment with mixing colours only using primary colours. • Paint – Look at Van Gogh and Seurat. Produce images in their style. <p><u>Focus on Line</u></p> <ul style="list-style-type: none"> • Continuous line drawing. Experiment with different materials – Timed drawings. On paper and acetate. • Look at the work of Warhol. Take two of your structure photographs and create line based drawing using carbon paper. • Create a lino print based on your chosen image. • Consider different colour schemes and print a series in response to Warhol. 	<p>Recording observations</p> <p>Experimentation with materials.</p> <p>Link work with Artists</p> <p>Present a personal response</p> <p>AO1/AO2/AO3/AO4</p> <p><u>Focus on Shape.</u></p> <ul style="list-style-type: none"> • Look at Nuam Gabo and Anthony Caro. Produce images in their style. Take images structures – Break them down into shapes using tracing paper. • Create a card sculpture based on shapes created from tracing paper drawing. • Photograph card sculpture. Use light to create shadows and silhouettes. • Look at Caro and how he uses colour with his sculptures. Choose a colour scheme to apply to sculpture. Harmonious / Tints/Shades of a colour etc. Paint card pieces and reassemble. 	<p>Recording observations</p> <p>Experimentation with materials.</p> <p>Link work with Artists</p> <p>Present a personal response</p> <p>AO1/AO2/AO3/AO4</p> <p><u>Focus on Pattern & Form.</u></p> <ul style="list-style-type: none"> • Look at the work of Peter Randall Page. Produce an Artist page. • Produce a series drawings/images in style of Peter Randall page using a range of materials. • Look at Peter Randall Page sculptures. Choose an image (natural form) produce 3 designs for a soap carving. • Produce a soap carving in the style of Peter Randall Page using chosen design. • Look at work of Andy Goldsworthy. Consider term abstract forms and patterns. Create a straw sculpture. 	<p>Recording observations</p> <p>Experimentation with materials.</p> <p>Link work with Artists</p> <p>AO1/AO2/AO3</p> <p><u>Focus on Developing own ideas</u></p> <ul style="list-style-type: none"> • Produce a mind map of possible ideas for a personal response/final piece. • Create a mood board/page of inspirational images relating to your chosen idea. • Research Artists, choose an Artist(s) that links you're your idea. • Take photographs of objects/places / things that relate to your idea. • Draw from your own photographs / found images. • Create lengthy studies. • Experiment with materials. • Experiment with colour schemes. 	<p>Experimentation with materials.</p> <p>Present a personal response</p> <p>AO2/AO4</p> <p><u>Focus on Producing a personal response/final piece</u></p> <ul style="list-style-type: none"> • Write a statement of intent • Experiment with composition. • Produce a plan/maquette for your final piece. • Produce Personal response/final piece

Year 9 Curriculum Map

How I can be a scholar in ART

Super Curricular:

- Draw, Draw, Draw! Produce long drawings, draw for no less than 45mins. Draw from actual objects not photographs. Spend time looking and observing.
- Take photographs.
- Learn how to use photoshop or photopea (watch YouTube tutorials, experiment and practise)
- Look at Artists work – Read about Artists and what inspired/inspires them to produce their Art works.

How can I prepare for assessments?

Produce lengthy detailed studies (drawings with pencil and other materials).

Understand how artists produce their work (processes and techniques). Have a clear understanding of your artists style and know what the characteristics of their work are.

Refine your work, add finishing touches to images.

Experiment with materials. Challenge yourself with drawings and images, develop the levels of tone and shading within your studies.

Year 9 Drama Curriculum Map

How I can be a scholar in Drama

Stage combat	<i>Teachers by John Godber</i>	Theatre Design	Theatre in Education script exploration	Devised skills building project: <i>Missing</i>	Trestle Mask	Devised piece
<p>To understand how to use stage combat safely.</p> <p>To create a series of convincing stage combat sequences.</p> <p>To create tension, mood, and atmosphere through use of voice and physicality.</p> <p>To interpret script and apply stage combat to the text.</p>	<p>Read and interpret the play script <i>Teachers</i> by John Godber.</p> <p>Understand the conventions of the play such as mutli-roleing and physical comedy.</p> <p>Rehearse effectively in groups. Explore design ideas for the extract.</p> <p>Evaluate work in progress to develop the piece.</p> <p>Perform a section of script having rehearsed and learnt lines.</p> <p>Be introduced to the style of GCSE exam questions and learn how to structure an 8 mark answer.</p>	<p>To study extracts of the play 'The Lion, the Witch and the Wardrobe' to understand aspects of character and plot.</p> <p>To understand set, and lighting terminology.</p> <p>Create a set design and model box for your chosen setting.</p> <p>Consider how lighting can be used to create atmosphere.</p>	<p>To refresh your knowledge of the objectives of Theatre in Education.</p> <p>To use a professional script to explore the theme of anti-social behaviour. Use the script to develop acting techniques and apply understanding of set and lighting design from previous topic.</p> <p>To experiment with multiple techniques and to evaluate how effective they are in making the audience think.</p>	<p>To interpret various stimuli and create original theatre from it.</p> <p>To consider design aspects when devising.</p> <p>To develop character using the practitioner Stanislavski's techniques.</p>	<p>To consolidate learning about the mask rules.</p> <p>To use a character mask effectively to communicate meaning in a scene.</p> <p>To effectively use space, body language, convincing characterisation.</p> <p>To learn mask techniques such as narrating for the mask, giving focus, internal monologues and clocking the audience and understand how they enable the actor to develop detail in the performance.</p>	<p>To experiment with a variety of stimuli to create theatre.</p> <p>To interpret the stimuli and justify your ideas.</p> <p>To use improvisation skills to develop work.</p> <p>To use appropriate techniques to structure work for performance.</p> <p>To write rehearsal scripts using appropriate conventions.</p> <p>To self-evaluate work in progress and respond to feedback.</p>
<p>Super curricular: Watch stage combat tutorials on YouTube. Stage Combat Choreography Look at different versions of the opening of <i>Romeo and Juliet</i> Romeo and Juliet Openings</p>	<p>Super Curricular: Research John Godber and his plays.</p> <p>Observe and tune in to the range of people around you in school. Take note of the different gaits, mannerisms, accents people have so you build a bank of interpretations to use for the characters in the script.</p> <p>Research music to aid the atmosphere of your scripted extract and bring ideas to lessons to rehearse with.</p> <p>Find a piece of token costume that is suitable for your character(s).</p>	<p>Super Curricular: Look online at set design images and galleries from stage shows. Research set on Pinterest. Watch videos from designers at the National Theatre. National Theatre Designers Watch a version on The Lion Witch and the Wardrobe. The Lion, Witch and the Wardrobe BBC version</p> <p>There are various clips from the most recent film on YouTube as well.</p> <p>Read the original novel</p> <p>Read a version of the play</p>	<p>Super Curricular: Reading articles or research about the topics covered. Use trustworthy websites and papers such as First News and any of the broadsheets such as The Times, The Guardian, I, The Daily Telegraph or BBC News.</p> <p>Make or source props and bring them to lessons so that they can be used in the rehearsal of the play.</p>	<p>Super Curricular: Research potential music and costume.</p> <p>Look at statistics about the issues explored to enhance your work.</p> <p>Use GCSE Bitesize to further your knowledge of Naturalism and Stanislavski.</p>	<p>Super Curricular: To research Trestle Theatre Company Trestle Masks and Vamos Theatre Company Vamos Theatre Company</p>	<p>Super Curricular: Research the story of Icarus and Daedalus and associated music and art.</p> <p>Watch Forest Forge Youth Theatre productions if available.</p>

Year 9 Curriculum Map

How I can be a scholar in ENGLISH

Skills and Knowledge				
Topic 1: Dystopian Fiction	Topic 2: 'Animal Farm'	Topic 3: 'The Crucible'	Topic 4: 'Macbeth'	Topic 5: Disturbed Voices Poetry
<ul style="list-style-type: none"> • What is a 'dystopia' and 'utopia'? What characterises them? • What are the conventions of dystopian fiction? • What makes a dystopian setting? Can I create my own? • How can I write an effective and engaging opening hook? • What is a flashback? What does 3rd person narration look like? Can I use them both to effectively structure my writing? 	<ul style="list-style-type: none"> • What is an allegory? How is 'Animal Farm' allegorical? • How does the novella link to the 1917 Russian Revolution and events that followed? • Which historical figures do the characters of Napoleon, Old Major and Snowball represent? How? • What is anthropomorphism? • Can I explain terms such as: <i>democracy, dictatorship, propaganda, communism and socialism</i>? • What might Orwell's intentions be writing this novella? 	<ul style="list-style-type: none"> • How is 'The Crucible' allegorical? • Can I comment on the playwright's use of stage directions as a way of exploring the text? • Can I comment on how the language of religion is used in the play? • Who is John Proctor and how can he be seen to be a conflicted man? • Can I define tyranny and find examples of it in the play? • What is McCarthyism and its relevance to the play and playwright? 	<p><u>This is your exam topic.</u></p> <ul style="list-style-type: none"> • What are the conventions of a Shakespearean tragedy? Can I define terms linked to tragedy such as <i>hamartia</i> and <i>tragic hero</i>? • Can I comment on the form of a play (e.g. analysis of stage directions, dramatic irony, exits and exeunt)? • Who are Macbeth and Lady Macbeth? How does Shakespeare use them to explore notions of power and corruption? • Can I link the play to its Jacobean context – e.g. gender roles, duty to the monarch, the Great Chain of Being, the supernatural, King James' views on witchcraft)? 	<ul style="list-style-type: none"> • What is meant by the 'voice' of a poem? Is it always the poet? • What is 'LISA'? • Can I apply historical context to enhance my understanding of a poem and to help provide alternative interpretations? • What is meant by <i>structure</i>? Can I meaningfully commenting on a poet's structural choices? • If a poem is written in <i>free verse</i> or as a <i>dramatic monologue</i>, what does this mean? • How do I write an essay in which I connect and compare two poems?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Read a dystopian novel (e.g. 'The Giver' by Lowry, or 'Unwind' by Shusterman). • Visit the <i>British Library</i> website and read articles about dystopian literature to deepen your knowledge. • Continue the dystopian story you write in class. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Write your own story using anthropomorphism. Can you satirise modern events or society through your writing? Submit to your teacher. • YouTube 'Animal Farm Mr Bruff' and watch some of the analysis videos; try and use your new knowledge in class and assessments. • Read another Orwell novel, e.g. the dystopian '1984'. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Research the events of Salem, Massachusetts 1692 • Google: 'SparkNotes The Crucible' and expand your knowledge by exploring the different sections and videos. Read sections on key quotations, main ideas and characters. Make detailed mind-maps of notes. • Read another play by Arthur Miller – ask your teacher for a recommendation. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • For a challenge, read some of the articles about the play on the <i>British Library</i> website (Google: <i>British Library Macbeth</i>). • YouTube 'Macbeth Mr Bruff' and watch some of the analysis videos; try and apply your new knowledge from these to assessments and in class. • Watch an adaptation of the play and consider how it is similar or different to Shakespeare's play. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Visit www.poetryfoundation.org/collections and have a read of a selection of poems. Find a poem that strikes a chord with you (check out the protest poetry section!). • Try and learn one of our poems, or a poem from the above site, off by heart. • Make flashcards of poetic techniques (try Quizlet). 
<p>Writing Challenges are completed <u>once a fortnight</u> by every Key Stage 3 student to practise extended writing and master writing for different forms.</p>				
<p>How can I revise in this subject?</p> <ul style="list-style-type: none"> • www.sparknotes.com – useful for texts such as 'Animal Farm' and 'Macbeth' (includes summary videos). • SPaG Exercises – Google 'Bristol Grammar exercises' and click on the first link for lots of self-tests. 			<p>Extend yourself with your HL! Use the online etymology dictionary to research the origin of words: www.etymonline.com</p>	

**Year 9 Ethics & Philosophy Curriculum Map -
How I can be a scholar in ETHICS & PHILOSOPHY**

Skills, Knowledge and Understanding		
Autumn term - War	Spring Term - Justice	Summer Term – The existence of God
<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • What is war? • Consequences of war • Holy war • Just war • Pacifism • Islamic attitudes to war • Terrorism • Radicalisation 	<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • Consequences, duty, responsibility • Laws and rules • Causes of crime • Aims of punishment • Capital punishment • Punishment and forgiveness • The Prodigal Son • Job 	<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • Christian understanding of God • Christian beliefs and views on God as good • God and human suffering • The Design argument • The First Cause argument • The Moral Argument • God revealed through inspirational people • Religious Experiences
<p>Super Curricular: Watch the life of Anne Frank, Boy in the Striped Pyjamas or The Book Thief. Read the diary of Anne Frank. These will deepen your understanding of the fear the Jews were living in.</p>	<p>Super Curricular: Watch a police documentary not a fictional drama. Traffic Cops or Police Interceptors- Channel 5. Use the information to understand the procedures, language and how the justice system works. Watch ‘Life on Death Row’ a series of documentaries by Trevor McDonald. Review – was it what you were expecting it to be like?</p>	<p>Super Curricular: Complete personal research on the Design argument (Teleological), First Cause argument (Cosmological), Anthropic Principle and the Moral Argument through wider reading. Present findings as series of mind maps. Read the story of Jackie Pullinger and create a fact file on her, making links to her Christian faith and ‘talking in tongues’.</p>
Skills to develop in Ethics and Philosophy		Revising in Ethics and Philosophy
<p>Show a knowledge and understanding of beliefs, teachings and practices studied. Selects sources to support ideas (recall of prior learning – super curricular). Demonstrate knowledge from different philosophical and ethical argument related to area of study. Analyse, evaluate and discuss issues raised around the area of study. Reflection upon different beliefs, teachings and practices.</p>		<p>Use Quizlet to revise key words and definitions (see link on topic glossaries). Make cue cards using your topic glossaries: see Leither Learning System on YouTube. See: Year 9: revising for the Ethics and Philosophy exam sheet on Learning Zone. Reflect and act upon feedback given. Use super curricula ideas above to support and develop your learning.</p>
		Assessment in Ethics and Philosophy?

**Year 9 Ethics & Philosophy Curriculum Map -
How I can be a scholar in ETHICS & PHILOSOPHY**

Use key words effectively both in your written and spoken work (refer to individual glossaries).
Structured written work, which demonstrates SPaG and the use of connectives to link up ideas.
Write in PEAL paragraphs (Point Evidence Analyse Link).
Follow school presentation policy.
Response to feedback given.
Note taking, Literacy, Organisation

In this subject, you will have 6 formal assessments, two on War, two on Justice and one on Good and Evil. Near the end of the academic year you will have a year 9 exam covering all topics studied.
You will be assessed on the recall and use of key words and their definitions, the skill of writing PEAL paragraphs and SPaG.

**Year 9 Super Curriculum map –
How I can be a scholar in Food and Nutrition**

Skills Knowledge and Understanding			
Skills and Presentation of food	Nutrition and Health	Raising Agents	Functions of Eggs
<p>To be able to recognise high, medium and low level practical skills: Students will be given information about different skills and shown many of them through teacher demonstration and videos. They will then demonstrate a range of these skills to show understanding. Their knowledge of practical skills will then hopefully be applied to all practicals in future modules. Use all pieces of equipment with knowledge and accuracy. Demonstrate a good / high level of independence. Clear application of different skills. Have a clear understanding of skill levels.</p> <p>To be able to present food to restaurant standard: Students will be shown different types of cuts to ensure fruits and vegetables are cut skilfully as well as presented to restaurant standard. Students will be shown how to present food to restaurant standard and then demonstrate this with a main meal and dessert. Demonstrate a good / high level of independence Clear application of different skills High quality presentation taking aesthetics into consideration.</p>	<p>To be able to understand the function of the 5 main nutrients in the body and how they can be sourced: Students to build upon their knowledge of the nutrients learnt in Year 7 and 8. Students should be able to identify the 5 main nutrients needed for a balanced diet and be able to explain why we need them in the diet. Students will discuss the UK government guidelines of healthy eating and what initiatives are used to help educate the public, and try to prevent diet related illness. Be able to explain functions of nutrients with confidence. Be able to give examples of food sources.</p> <p>To be able to produce a balanced meal based on the UK government Eatwell Guide: Students will be given a design brief based on the Eatwell Guide and should be able to plan and make a single portion dish that will include all 5 food groups. Students should be prepared to design multiple suitable dishes before selecting their chosen dish and be able to justify their choice using sound nutritional knowledge.</p> <p>To develop design ideas in response to a brief. Produce design ideas to a high standard. To be able to understand the Eatwell guide and put it into practice.</p>	<p>To be able to understand the different raising agents and what dishes they are used in: Students will carry out a series of mini experiments to aid in their understanding of the different raising agents: Chemical, Biological, Mechanical and Natural e.g. 'steam'. Students will answer a range of questions based on real life scenarios to help understanding.</p> <p>To be able to demonstrate understanding of raising agents through practical skills: Students will make a range of sweet dishes using different raising agents. They will make: Meringues, Finnish loaves and cakes. Demonstrate a good / high level of independence. Clear application of different skills. High quality presentation taking aesthetics into consideration.</p>	<p>To be able to understand the many uses and functions of eggs in cooking. Students will learn the main functions of eggs in cooking. They will do this through some experimentation and information gathering. Students will be tested on their knowledge of the functions of eggs through quizzes.</p> <p>To be able to demonstrate their understanding of eggs through practical skills: Students will have the opportunity to make a range of practicals to reflect their knowledge: Glazing and binding – sausage rolls Coagulation – Quiche Aeration – Swiss roll Demonstrate a good / high level of independence. Clear application of different skills High quality presentation taking aesthetics into consideration.</p>
<p>Super Curricular To practice recipes before lessons and modify to demonstrate creativity To practice using electrical equipment at home to demonstrate higher level skills. To learn food related terminology, suggested list provided from Food & Nutrition teachers To be able to suggest possible improvements to adapt the recipes for future reference To research online plating techniques for dishes in restaurants</p>	<p>Super Curricular</p> <ul style="list-style-type: none"> • Make a collection of magazine or newspaper adverts (or food labels/packaging) that promote nutrition. You must then annotate the examples to explain who the products are aimed at and what the benefits are to their health. • Science and literacy: The science of starches. Starches are used in cooking to thicken and set dishes. Complete the worksheet to demonstrate and apply your food science knowledge. Use the fact sheet to help you with the information you will need. 	<p>Super Curricular Quick and easy soda bread: Wheat is grown across the UK, Europe and the rest of the world, but some climates are particularly ideal for growing soft wheat varieties. Soft wheat flours have a low gluten content and are perfect for making biscuits, pancakes, sauces and some breads. Soda bread is a quick and easy recipe that uses plain flour (made from soft wheat) and bicarbonate of soda, rather than yeast. Watch Mrs M's cheese and onion soda bread demonstration and make your own soda bread https://www.youtube.com/watch?v=AKIMuxl7BEc</p>	<p>Super Curricular Food hygiene and literacy: Research food hygiene. Using the Food hygiene cards, research each image and find out two relevant food hygiene facts which relate to each image. You might have to consider carefully why some of the pictures have been given.</p>

**Year 9 Super Curriculum map –
How I can be a scholar in Food and Nutrition**

Skills Knowledge and Understanding		
Recipe Development	Food Choice and Provenance	Multicultural Foods
<p>To be able to prepare, cook and present food safely and hygienically in practical sessions; Prepare and cook dishes considering personal hygiene and work area Weigh and measure both wet and dry ingredients independently Follow a step by step recipe or to adapt a recipe/use one of their own*1 Use a paring knife safely using the bridge and claw hold with precision and accuracy Prepare fruit and vegetables for cooking – using the different cutting techniques Use all parts of the cooker – hob, grill and main oven Select and use equipment safely, including electrical equipment for higher level skills*2 Use different cooking methods – dry, wet and combination</p> <p>To be able to carry out planning, testing and evaluating food products; Carry out Sensory testing of their final products using sensory word descriptors Evaluate their work using key terminology and offering peer feedback.</p> <p>*1 – swap ingredients when needed based on availability, seasonality, dietary or budget requirements. *2 – to be able to use an electric whisk and stick blender safely and independently. To make links with Science knowledge and help understand how to carry out an investigation – try one of your own e.g. how do we reduce sugar in cakes? Can we just ‘take the sugar out’ or ‘just swap with sweetener?’</p>	<p>To be able to discuss different factors that affect food choice: Students will take part in a class discussion about factors they think affect their choice. They will then build upon their current knowledge with a range of examples.</p> <p>To be able to understand where our food comes from: Students to study how food is grown, caught and reared. Students to study how food is transported in terms of air miles and sustainability and the importance of seasonality.</p> <p>Extension work:</p> <p>Food and farming and literacy: Below are a range of links to videos for you to watch about where food comes from to build up your knowledge, let us know how you do!</p> <p>Budding broccoli – video, questions and answers Earthy potatoes – video, questions and answers Burly beef – video, questions and answers Magnificent milk – video, questions and answers Tasty tomatoes – video, questions and answers</p>	<p>To be able to recognise ingredients from different countries around the world: Students to study the cuisine from the 7 main continents. Students to create their own presentation based on their findings and show their understanding.</p> <p>To be able to research and make a range of multicultural meals. To demonstrate high level practical skills. Demonstrate a good / high level of independence Clear application of different skills. High quality presentation taking aesthetics into consideration.</p>
<p>Super Curricular</p> <ul style="list-style-type: none"> Around your kitchen: Have a look in your kitchen and find six different pieces of equipment that can be used to either prepare or cook food with. (Here's some images, just in case!) Suggest a food or dish that could be made using each piece of equipment. Why not find a recipe and make one of the dishes you suggested, if you have ingredients available? Waste not want not! The <i>What's Cookin'?</i> A Teen Age Cookery Book, first published in 1948 lists a number of 'cooking rules' to make food go further, get better results and prevent food waste. Click here to find out some of these 'do's' and 'don'ts'. Write a list of at least five 'do's' and 'don'ts' for cooking today. What would be your most important 'cooking rule'? 	<p>Super Curricular</p> <ul style="list-style-type: none"> Food and literacy: Make a list of ten different places where you could buy food (e.g. supermarket, local market, takeaway, farm shop). List the types of food you can buy at each place, noting two advantages and two disadvantages of buying food from each one. Complete a meal plan for a vegetarian. You should demonstrate your knowledge and understanding of protein complementation and the importance/functions of protein Find here Links to lots of videos of where food comes from – from farm to fork, this will build up your background knowledge and provide real life examples. https://www.foodafactoflife.org.uk/7-11-years/where-food-comes-from/videos/#WFCF 	<p>Super Curricular</p> <p>Food and geography: Look in your kitchen cupboards. List the ingredients that could be used to add flavour to food, such as herbs, spices, stock cubes, mustard or tomato purée. Choose one and research where it is grown and how it is made or produced. Name as many recipes as you can where it could be used.</p> <p>To practice dishes from other countries, please refer to the school you tube channel where Mrs Mitchell demonstrates a range of different meals that you can cook along with. This will improve your skill levels as well as your time management meaning you can make more difficult things. Some of these links can also be found in the school learning zone under Year 9 and Super Curriculum.</p>
<p>If there are any issues accessing the links in this document, all URLs to the links used are available on the school learning zone in the Year 9 Food and Nutrition section clearly labelled Super Curriculum and then URL links.</p>		
<p>How can I revise in this subject? Each module will have a small low stakes assessment to check knowledge and understanding of each topic. These usually include a practical assessment and a theory piece of work. All written assessments will be based on previous learning so students will have the chance to reflect on their prior learning and knowledge in order to make good progress. The assessments will be recorded onto the front of your Food and Nutrition Flightpath loose leaf folder to aid your tracking of successes and areas for improvement.</p> <p>During the course of the year, you will have two tests. These will include questions that relate to the projects you have been working on, home learning exercises, together with information given to you on A4 revision sheets. These revision sheets include key knowledge and understanding from the 7 areas you cover throughout the year as well as recap from Years 7 and 8.</p>		

**Year 9 Super Curriculum map –
How I can be a scholar in Food and Nutrition**

To revise for this, you should refer back to your home learning, the additional information sheets and then practice and develop your revision techniques to learn and recall as much of the content as you can. Additional guidance and support will always be readily available from your teacher.

Year 9 Curriculum Map.
How I can be a scholar in FRENCH

Term 1a:	Term 1b:	Term 2a:	Term 2b:	Term 3a:	Term 3b:
<p><u>Content:</u></p> <ol style="list-style-type: none"> To talk about what you watch on Tv and give opinions To give opinion about films To give opinions on the type of music you listen to To review a film (describe your favourite character, moment, give your opinion about the film) <p>Les Choristes</p> <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Verbs followed by an infinitive j'aime regarder (I love to listen to) Direct object pronouns je les trouve (I find it) Direct object pronouns in the perfect tense (je l'ai aimé (I liked it) Perfect tense and imperfect tense j'ai vu, c'était (I saw, it was) Infinitive structures ça me fait, ça me rend (it makes me) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> To say what types of technology you use, what for and how regularly to be able to say what you use technology for and give reasons to talk about its dangers and how to stay safe online to say how you used technology recently <p><u>Grammar:</u></p> <ol style="list-style-type: none"> possessives (mon, ma, mes) Prepositions followed by an infinitive (POUR and ON PEUT + infinitives / c'est + adjective) Expression followed by an infinitive (Il y a un risqué de / il faut and il ne faut pas + INF) Perfect tense (j'ai utilisé...- I used / c'était...- it was) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> to be able to say what your family are like to say how you get on regularly to be able to talk about the chores you have to do, how much money you get and how you spend it to talk about the pressures teenagers face and give advice to teenagers who are stressed <p><u>Grammar</u></p> <ol style="list-style-type: none"> possessives and adjectives agreement use of reflexive verbs and imperative (pouvoir and devoir) Irregular verb 'recevoir' (to receive) and use verb + inf (pouvoir and devoir) imperative (with tu only) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> to be able to talk about what types of food are healthy / unhealthy and what else you do to be healthy / unhealthy to say what you ate / drank / did recently and whether it was healthy or not to be able to give advice for keeping healthy to say what you are GOING to do in the future to stay fit <p><u>Grammar:</u></p> <ol style="list-style-type: none"> definite articles (le, la, les) present tense and negatives (ne...pas) re-visit perfect tense partitive article (manger / boire du/de la/des/de l') irregular past participles (boire/prendre) obligation (il faut + inf / il ne faut pas + inf) and expressions of quantity near future (whole paradigm of verb 'aller') 	<p><u>Content:</u></p> <ol style="list-style-type: none"> to be able to give details about your house and say what your dream home would be like using 'si' sentences to say what job your parents do and what qualities you need to do different jobs to say what you wanted to be when you were younger to say what job you would like in the future (and what you would not!) <p><u>Grammar:</u></p> <ol style="list-style-type: none"> prepositions, imperfect (si j'étais riche, si je gagnais au loto) and conditional (je voudrais / j'aimerais + il y aurait / ce serait) expressions followed by an infinitive (pour être / il faut avoir) set phrase (quand j'étais petit(e) je voulais) reinforcement of the conditional (je voudrais / j'aimerais + être) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> to say where you usually go on holiday, who with and how to say what you like to do on holiday and describe your dream holiday using 'si' sentences to watch a film and use the perfect tense to describe holiday activities in the film Le petit Nicolas en vacances to be able to say what you are going to do this summer <p><u>Grammar:</u></p> <ol style="list-style-type: none"> irregular verb in the present tense (aller) and using a pronoun to avoid repetition (y) Opinion + verb revision Expressions with 'si' (Si j'étais riche j'aimerais aller) Verbs in the perfect tense (manger/jouer/contruire) The verb 'to go' in the present tense – focus on I form
<p>Super-Curricular: Research information on Christophe Barratier (film director) Edith Piaf (music)</p>	<p>Super-Curricular: Watch on youtube this song: Soprano – Mon précieux (2017)</p>	<p>Super-Curricular: Practice your grammar skills on Modal verbs / Imperatives www.languagesonline.org.uk</p>	<p>Super-Curricular: Practice the perfect tense with this song: les bêtises – bébé Lilly (2006)</p>	<p>Super-Curricular: Watch on Youtube an episode of maison à vendre – M6</p>	<p>Super-Curricular: Listen to the movie song: Angèle - La Madrague - Souvenirs d'été (Bardot cover)</p>
<p>How can I revise in this subject?</p>					

Year 9 Curriculum Map.
How I can be a scholar in FRENCH

1. Use www.memrise.com to learn course vocabulary (all students will be allocated a group and should have their username and password written in diary)
2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website <https://agreenmouse.com/french-for-children/>.

**Year 9 Curriculum map –
How I can be a scholar in Geography**

Skills Knowledge and Understanding					
Term 1: Climate and Biomes	Term 2: Resources	Term 3: Climate Hazards	Term 4&5: Our unequal world	Term 5: Issue Evaluation	Term 6: Microclimate
<p>Knowledge: Factors affecting climate. What are ecosystems and biomes. The tropical rainforest characteristics. The importance of tropical rainforests Consequences of rainforest destruction Ways to reduce deforestation</p> <p>Processes and concepts: Nutrient and energy cycling</p> <p>Skills: Constructing and reading climate graphs</p>	<p>Knowledge: Global use of resources (food, water, energy) Areas of water use and scarcity Water – needs and wants Large scale water management projects Sustainable water management projects How can water cause conflict? Impact of using plastic water bottles – land and sea How can we respond to reduce waste?</p> <p>Processes and concepts: Resource use, ocean currents, damage caused by plastic, how waste is managed, allocation of resources, sustainability.</p> <p>Skills: Mapping, graph of resource consumption, writing to persuade</p>	<p>Knowledge: Classification of hazards Formation of tornadoes Distribution of tornadoes Impacts of tornadoes Responses to tornadoes The enhanced greenhouse effect Local impacts of climate change Global impacts of climate change Responses to climate change</p> <p>Processes and concepts: Formation of tornadoes The enhanced greenhouse effect</p> <p>Skills: Classification Choropleth mapping Atlas skills</p>	<p>Knowledge: What do we mean by ‘the economy’? How levels of development are measured. Differences in development between countries Causes of uneven development. Economic change in countries at different levels of development – UK and Nigeria Challenging stereotypes of Africa</p> <p>Processes and concepts: Economic development and change Economic structures</p> <p>Skills: Drawing and interpreting scatter graphs, using statistics, choropleth maps, photo analysis.</p>	<p>Knowledge: Distribution of tropical rainforests TRF climate TRF ecosystems The importance of TRFs Deforestation in TRFs Road development in the Peruvian Amazon</p> <p>Processes and concepts: Nutrient and energy cycling</p> <p>Skills: Atlas skills Climate graphs Bar graphs Compound bar graphs Pie charts Decision making</p>	<p>Knowledge: Components of weather Factors affecting weather and climate</p> <p>Processes and concepts: How the curve of the earth affects the sun’s aspects Wind tunnels Air pressure</p> <p>Skills: Enquiry skills including– aim, method, data collection, display, analysis, conclusion, evaluation. GIS skills</p>
<p>Super Curricular: Read the Jungle Book by Rudyard Kipling. How do you think humans have changed the rainforest since this was written? Watch Planet Earth II – Jungles. Visit the Eden project or The Living Rainforest near Newbury. Sketch a plant or animal you see and annotate it to show how it is adapted to its environment.</p>	<p>Super Curricular: Watch war on plastic – BBC i-player, how can you reduce your plastic use? Encourage reduction of single use plastic in your household. Investigate the changing political boundaries in the Middle East. Do your bit – take part in the Ringwood litter pick.</p>	<p>Super Curricular: Read Greta’s Story. What difference can one teenage make? Watch the film “The Day After Tomorrow”. Do you think this is realistic? Look in your local area. When do the flowers and plants start to grow again? Is this getting earlier? What evidence do you have?</p>	<p>Super Curricular: Challenge your assumptions about Africa and discover how varied the continent is by watching ‘Africa’ with Ade Adepitan. Download an app onto your phone to keep up-to-date with latest population statistics from around the world. Try ‘Human Development’ (United Nations Development Report) – information on population statistics.</p>	<p>Super Curricular:</p>	<p>Super Curricular: Investigate different methods of <i>displaying data</i>. Can you use methods used in other curriculum areas, eg Science, Maths? <i>Plan your own investigation</i> to record the variations in temperature around your outside space at home. What <i>factors</i> could influence temperature? What <i>problems</i> might you have in undertaking your investigation?</p>

**Year 9 Curriculum map –
How I can be a scholar in Geography**

			<p>Stacey Dooley documentaries relating to lifestyles in different countries.</p> <p>Find out what the term 'Northern Powerhouse' means and why this is relevant to this topic.</p>		
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How can I revise in this subject?

Throughout the year you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doodle Learn in Geography for home learning. This has lots of revision presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete.

Here are just a few ideas for revising specific parts of your geographical studies:

- For exam question practise – go back over questions we have completed in class, along with end of unit tests and exams – see how you gained and missed out on marks. Remember with Outline/Suggest/Explain questions you need to logically explain processes using at least two connectives and also key terms. For Assess/To What Extent/Evaluate/Discuss questions you need to explain two different viewpoints before writing an overall conclusion to the question.
- For key terms and definitions, make a set of heads and tails cards and practice alone. You could also get others to test you.
- For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type process.
- For revising the formation of features: take a geographical feature, such as a waterfall. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term.
- For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study.
- For revising an issue-based topic: use a table to capture argument for and against the issue.
- For revising map skills: Doodle Learn has a variety of activities to help you to test yourself in every area of map skills.

Year 9 Curriculum Map

How I can be a scholar in History

Skills and Knowledge					
How do events in the 20th and 21st century affect the world we live in today?					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>How do events in the USA in the 1920s and 1930s affect the rest of the world?</p> <p>Skills: describing historical features; constructing an argument with a judgement.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What was life like during the Boom in the 1920s? • What was life like for women and immigrants? • How did prohibition increase crime? • Life in the Great Depression. • The impact of the depression on the rest of the world. 	<p>What were the main causes of WW2?</p> <p>Skills: describing historical features; constructing an argument with a judgement.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Germany's rearmament. • Anschluss • Munich Agreement • Appeasement • Invasion of Poland. 	<p>What were the main events of WW2?</p> <p>Skills: describing historical features; constructing an argument with a judgement.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Retreat from Dunkirk • Battle of Britain • The Blitz • Pearl Harbor • Home Front • Bombing of Dresden • D-Day • Hiroshima 	<p>What was the Holocaust and why it is so important we remember it?</p> <p>Skills: explanation.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Stages of the Holocaust – discrimination, separation, extermination. • Resistance to the Holocaust. • Could the allies have done more to stop the Holocaust? 	<p>How did people campaign for equal rights and how far has equality been achieved?</p> <p>Skills: describing historical features; constructing an argument with a judgement.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Jim Crow Laws • Little Rock High School • Montgomery Bus Boycott • 1964 civil rights act. • Equality in the UK to the present 	<p>How far were the bombing of Hiroshima, the establishment of the NHS and the 9/11 attacks turning points in History?</p> <p>Skills: describing historical features; constructing an argument with a judgement.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Causes, events and consequences of the dropping of the atomic bomb. • Reasons for establishment of NHS and impact of our lives. • Events of 9/11 and impact on our lives.
<p>Super Curricular: Read or watch The Great Gatsby. Watch an episode of horrible histories and factcheck it for accuracy.</p>	<p>Super Curricular: Visit the imperial war museum and create a fact file about the causes of WW2. Visit BBC Bitesize website and create a revision mind map on the causes of WW2.</p>	<p>Super Curricular: Visit the Imperial war museum and create a fact file on the events of WW2. Use BBC Bitesize to create cue cards about the different events.</p>	<p>Super Curricular: Read the boy in the striped pyjamas. Watch or read the Book Thief.</p>	<p>Super Curricular: Use BBC Bitesize to research the civil rights movement.</p>	<p>Super Curricular: Search for news articles on the 9/11 attacks. Research the 70th anniversary of the NHS. Use BBC Bitesize to investigate the dropping of the atomic bombs.</p>
<p>How can I revise for assessments?</p> <p>Reread or research any of the topics / themes each for half-term. Create mind-maps using the key questions on this sheet. Make cue cards about the key events. Create a timeline of topics learnt. Play bingo using key words.</p>					

**Year 9 Curriculum map -
How I can be a scholar in ITaCS - Skills, Knowledge and Understanding**

Term 1 & 2	Key Questions	Term 3 & 4:	Key Questions	Term 5 & 6:	Key Questions																								
<p align="center">Topics <i>App Development</i></p>	<ol style="list-style-type: none"> 1. What is an app? 2. Can you give examples of real-life uses and how they make user interaction easier? 3. What is a GUI? 4. Are you able to decompose a problem/scenario into smaller parts to create a plan? 	<p align="center">Topics <i>Creating Images (Illustrator)</i></p>	<ol style="list-style-type: none"> 1. Do you understand the difference between a vector and Raster image? 2. Do you know how to present your work for a target audience? 	<p align="center">Topics <i>Work Skills Project using - Transferable IT Skills Or Programming</i></p>	<ol style="list-style-type: none"> 1. Can you touch type efficiently? 2. How should a standard business letter be laid out? Including appropriate salutations and language. 																								
<p align="center">Key concepts & Skills</p> <p>Development of app creating skills Decomposition of program requirements in order to develop an app firstly supported then independently. Asset development/ collection Creating an app for a purpose/to a brief Reviewing work through self, peer and audience feedback to assess success. Use appropriate software to professionally present your findings. Resilience. Perseverance.</p>	<ol style="list-style-type: none"> 5. Can you collect all required assets before starting a project? 6. Can you create an app that meets a set criteria? 7. Can you take peer feedback as well as carry out self-assessment and make improvement/ adjustments to your project to ensure it meets the client brief fully? 8. Have you developed additional skills above and beyond the basic expectation of the task. 9. Is your finished product of near professional quality? 	<p align="center">Key concepts & Skills</p> <p>Develop skills to create vector images Create products to meet project brief. Considering target audience in the development of assets. Develop understanding and skill base in a software which is transferable across the Adobe suite and an understanding of other. Use given software to professionally present your findings. Data representation Resilience. Perseverance.</p>	<ol style="list-style-type: none"> 3. Do you know how image editing software is used in businesses? 4. Can you independently design and create a vector image for a given scenario ensuring the target audience is considered? 5. Taking into consideration success criteria can you self assess as well as gather peer feedback to enable you to make improvements to your image. 6. Are you able to effectively evaluate your finished image. 	<p align="center">Key concepts & Skills</p> <p>Recapping and refining basic IT skills that will be utilised moving into GCSE studies and/or work place environment.</p> <p>Development of understanding of programming constructs and Python programming skills- in preparation for GCSE Computer Science to include but not exclusive to those identified in the keywords below.</p> <p>Resilience Perseverance.</p>	<ol style="list-style-type: none"> 3. What software would you use for creating a scalable image – such as a logo? 4. Which software would your use to create: automated calculated modelling sheets or financial records and promotional materials? 5. Are you aware of basic health and safety in the workplace/the use of IT equipment? ----- 1. Can you use Python programming to print text to the screen? 2. Do you understand the purpose of iteration and selection and use them in your code? 3. Can you use pre-existing Python modules such as time? 																								
<p>Super Curricular: Choose an iDEA badge you would like to add to your collection. Develop your own app using code.org or other app making software.</p>	<p align="center">Key Words</p> <p>Design Assets Application Coding Event driven coding Screen Milliseconds</p>	<p>Super Curricular: Choose an iDEA badge you would like to add to your collection. Try out Adobe Spark (free online Adobe software) and have a go at creating a range of different documents.</p>	<p align="center">Key Words</p> <p>Vector Pixel Copyright Scalable Pixelated Resolution Quality Layering File Size SVG</p>	<p>Super Curricular: Choose an iDEA badge you would like to add to your collection.</p> <p>Extend your Python programming skills by using www.101computing.net Maybe even try another programming language.</p>	<p align="center">Key Words</p> <table border="0"> <tr> <td>IT Skills</td> <td>Programming</td> </tr> <tr> <td>Word Processing</td> <td>Algorithm</td> </tr> <tr> <td>Spreadsheets</td> <td>Decomposition</td> </tr> <tr> <td>Promotion</td> <td>Selection</td> </tr> <tr> <td>Desktop publishing</td> <td>Iteration</td> </tr> <tr> <td>Social Media</td> <td>Sequence</td> </tr> <tr> <td>Merchandise</td> <td>Variable</td> </tr> <tr> <td>Touch Typing</td> <td>Programming</td> </tr> <tr> <td>Business stationary</td> <td>Debugging</td> </tr> <tr> <td></td> <td>Syntax Error</td> </tr> <tr> <td></td> <td>Logic error</td> </tr> <tr> <td></td> <td>Data type</td> </tr> </table>	IT Skills	Programming	Word Processing	Algorithm	Spreadsheets	Decomposition	Promotion	Selection	Desktop publishing	Iteration	Social Media	Sequence	Merchandise	Variable	Touch Typing	Programming	Business stationary	Debugging		Syntax Error		Logic error		Data type
IT Skills	Programming																												
Word Processing	Algorithm																												
Spreadsheets	Decomposition																												
Promotion	Selection																												
Desktop publishing	Iteration																												
Social Media	Sequence																												
Merchandise	Variable																												
Touch Typing	Programming																												
Business stationary	Debugging																												
	Syntax Error																												
	Logic error																												
	Data type																												

How can I revise in this subject?

Practice the skills you have learnt and develop them further independently.

Knowledge Organisers provided by your class teacher

Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practice them until you know them all.

Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information

Revision Clocks made of the content you have studied

Use BBC Bitesize KS3 Computing pages to review what you have learnt

Use Teach ICT website quizzes

Year 9 Curriculum Map

How I can be a scholar in Mathematics

Skills Knowledge and Understanding					
Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Half Term 1:	Summer Half Term 2:
<p>Percentages & Fractions Add, subtract, multiply and divide fractions Mixed numbers Equivalent fractions, decimals and percentages Percentages of amounts Percentage Change Percentage increase and decrease Compound interest Reverse percentages</p> <p>Formulae & Sequences Substitute values into expressions, including with positive and negative integers Continue a sequence of numbers of patterns Find the nth term of a linear or quadratic sequence Start looking at iteration</p> <p>Angles & Shape Properties Construct and measure angles Use angle properties to find missing angles on a line, around a point, in a triangle and in parallel lines Find angles in polygons Form and solve equations involving shapes by using their properties Congruency Plans and elevations</p>	<p>Number Skills Multiplying and dividing including with decimals and in a context Use negative numbers in a wide range of contexts Using rounding across a range of topics and realising that it can affect the allocation of the last mark of a difficult question. Being able to write upper and lower bounds as error intervals.</p> <p>Expanding & Factorising Simplifying algebraic expressions including forming expressions in a range of contexts Expand and simplify brackets Factorise an expression, including up to a quadratic expression</p> <p>Ratio & Proportion Simplify a ratio Share in a given ratio Calculating and comparing best value, including the unitary method. Understand direct and inverse proportion including in an algebraic and graphical sense</p>	<p>Solving Equations Solve equations including ones that might involve a bracket and where the answer could be positive, negative or a fraction Solve equations with the unknown on both sides Solve simultaneous equations Form and solve an equation</p> <p>Area, Volume & Circles Finding area and perimeter of basic and compound shapes in 2D such as rectangles, triangles, parallelograms, trapezium, kite Investigating surface area and volume of 3D shapes. Know and use the definitions of circles and their properties and find the area and circumference Convert between units of area and volume</p> <p>Coordinates & Graphs Use a conversion graph Understand the properties of straight line graphs Plot straight line graphs Extend to plotting different types of graphs including quadratic, cubic and reciprocals</p>	<p>Transformations and Scale Factors Use and describe, using correct mathematical terminology, the four basic transformations; reflection, rotation, translations and enlargement. Use scale factors to work with similar shapes, i.e. linear, area and volume scale factor Apply and recognise combinations of two or more transformations.</p> <p>Representing Data Able to draw bar charts, pictograms, pie charts and stem and leaf diagrams Draw and use two way tables Draw and interpret scatter graphs including correlation, interpolation from a line of best fit. Extending to data analysis using cumulative frequency graphs and box plots.</p> <p>HCF/LCM, Indices, Standard Form Revisit factors, multiples and primes as well as powers and roots with and without a calculator. Extend understanding of indices and then apply in the context of standard form.</p>	<p>Probability and Venn Diagrams Describe and calculate probability of outcomes of single events progressing to multiple events. Calculations with probabilities and the use of tree diagrams and Venn diagrams. Extend to set notation and conditional probability.</p> <p>Averages and Sampling Methods Calculate basic averages from lists and frequency tables. Make calculated estimates of averages from large data sets. Compare two data sets using averages and measures of spread. Understand bias in sampling methods.</p> <p>Pythagoras and Trigonometry Understand and use Pythagoras' theorem when finding missing side lengths of right-angled triangles. Develop an understanding of the trigonometric ratios sin, cos & tan. Use trig ratios to find missing lengths and missing angles. Solve geometric problems involving Pythagoras' theorem and trig. Extend to trig graphs and exact values.</p>	<p>Inequalities and Equations Understand the inequality symbols Represent an inequality on a number line Solve linear inequalities Draw and interpret graphs of linear inequalities to identify regions. Rearrange equations involving one, two and multiple steps.</p> <p>Compound Measures Make calculations of speed, density and pressure. Understand and use the graphs of these measures. Use and convert units for calculation.</p> <p>Graphs of Functions Use substitution to calculate coordinates and plot graphs of quadratic, cubic and reciprocal functions. Recognise graphs of equations. Sketch graphs using key values. Factorise expressions to find roots of equations. Sketch trigonometric functions.</p>
<p>Super Curricular PLUS Magazine https://plus.maths.org/content/Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.</p>	<p>Super Curricular: The CHRISTMAS LECTURES are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out 2006! https://www.rigb.org/christmas-lectures/watch/2006/the-num8er-my5teries</p>	<p>Super Curricular: The NRICH website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative. https://nrich.maths.org</p>	<p>Super Curricular: Puzzles! https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf If you're into puzzles and want to stretch your thinking, visit this website. Ringwood school enters the National Maths Challenge each year and this website provides good practice material.</p>	<p>Super Curricular: Research famous mathematicians and their work in maths, for example:</p> <ul style="list-style-type: none"> • Isaac Newton – links to all sorts of subjects! • Fermat's Last Theorem – linked to Pythagoras' theorem • Carl Gauss – Number theory • John Von Neumann – Set theory, game theory... • Benoit Mandelbrot - fractals 	<p>Super Curricular: The Royal Institution (who puts on the Christmas lectures) also produce educational resources for science and maths. Here's a link to an interesting investigation on magic squares: https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-magic-squares</p>
<p>How to revise Mathematics</p> <ul style="list-style-type: none"> • Use your skills book to learn key mathematical facts and formulae • Revisit past home learning sheets and repeat the questions, particularly those you found more challenging • Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, BBC Bitesize Key Stage 3 Maths • Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley 					

Year 9 Curriculum Map.

How I can be a scholar in MUSIC/MUSIC TECHNOLOGY

Skills and Knowledge					
Cubase Skills	Film and TV Music	Music for Special Occasions	Creating a Remix	Audio Recording	Pop Music
<p>You will learn:</p> <ul style="list-style-type: none"> To use a music technology program called Cubase Basic skills to orientate this new DAW and understand the Cubase project window To understand how texture and instrumentation affect the sound in music The capabilities of the software and differences between MIDI and audio files 	<p>You will learn:</p> <ul style="list-style-type: none"> How music is used in film, TV and adverts to create or affect mood How composers use motifs, leitmotifs, diegetic and non-diegetic music in films and TV To compose some film, TV and advert music in a variety of styles, both to action on screen and to set a scene/tell a story 	<p>You will learn:</p> <ul style="list-style-type: none"> How to analyse music used for special occasions including remembrance, royal events, and Christmas To compose some music for a special occasion, building on composition skills from Year 7 and 8 	<p>You will learn:</p> <ul style="list-style-type: none"> How to use Cubase to manipulate sounds and loops To use technology to remix a piece of music into your own style Features of different musical genres in order to create a remix in your chosen style Add FX to your work to enhance your piece 	<p>You will learn:</p> <ul style="list-style-type: none"> To use a range of microphones to record audio, then process, manipulate and create a piece using these recordings To use Groove Agent to turn your recorded audio into samples which you could play on a keyboard 	<p>You will learn:</p> <ul style="list-style-type: none"> How pop music developed from blues and jazz music To describe pop music you hear, and understand a range of styles To perform some pop songs as an ensemble To write your own pop song
<p>Super-Curricular: Join Music Tech club to explore and experience music technology, using your own ideas. Install the free version of Cubase onto your home computer to allow you to explore and investigate Music Technology at home.</p>	<p>Super-Curricular: Watch films you enjoy and listen carefully to the music. Learn to play some film themes on your instrument/keyboard app. Try to compose your own film music to a scene which you have written. Watch some film music composition and analysis videos on YouTube</p>	<p>Super-Curricular: Listen to music you hear at events or special occasions. Consider the instruments and styles you hear – why do you think they are appropriate?</p>	<p>Super-Curricular: Join Music Tech club to explore and experience music technology, using your own ideas. Install the free version of Cubase onto your home computer to allow you to explore and investigate Music Technology at home.</p>	<p>Super-Curricular: Join Music Tech club to explore and experience music technology, using your own ideas. Explore the resource videos on the Learning Zone to further your understanding of Musical Technology</p>	<p>Super-Curricular: Listen to music in a range of styles from a wide period of time. Describe the music you hear using the elements of music. Watch recordings of live performances on YouTube, e.g. from Glastonbury. Even better, try to go to a live music gig! Write about your experience.</p>
<p>How can I revise in this subject? You have a log on to 'Focus on Sound', which will remain the same as in Year 7 and 8. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level for both Music and Music Technology. It is a fantastic resource. You will be directed to relevant sections during Year 9, but feel free to explore and deepen your musical understanding by yourself. http://www.sfskids.org/classic/templates/home.asp?pageid=1 has lessons on the elements of music and lots of information on the instruments of the orchestra Use the free version of Cubase if you are able to install it at home, or spend time in the department becoming familiar and confident with the new software you learn during Year 9.</p>					

How I can be a scholar in SCIENCE - Skills and Knowledge

Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>9C1 Fundamental ideas in chemistry Atomic structure. The Periodic Table. Ions and ionic bonding.</p> <p>9B1 Cells and respiration Cell structure. Use of a light microscope. Electron microscopes. Calculating magnification. Converting units. Converting to and from standard form.</p>	<p>9B1 Cells and respiration Aerobic respiration. Uses of energy in organisms.</p> <p>9C2 Crude oil and fuels Covalent bonding. Hydrocarbons. Combustion. Investigating the properties of hydrocarbons. Distillation.</p>	<p>9C2 Crude oil and fuels Fractional distillation.</p> <p>Investigative skills: planning an experiment into which fuels release the most energy.</p> <p>9C3 Metals Metals and non-metals. Metallic bonding. Symbol formulae and balancing equations. The reactivity series and displacement reactions.</p>	<p>9C3 Metals Extracting metals using displacement and electrolysis.</p> <p>9B2 Disease Health. Risk factors and cardiovascular disease. Identifying the four types of pathogen. Use of light microscopes. Researching different human diseases. HIV.</p>	<p>9B2 Disease Identifying how disease spreads and how it can be prevented.</p>	<p>9C4 Rates of reaction Practical skills: the effect of surface area on the rate of reaction. The effect of temperature on the rate of reaction. Activation energy. Data presentation: plotting graphs. Collision theory. Investigative skills: planning two experiments into the effect of concentration on the rate of reaction.</p>
	<p>9P2 Particles and heat transfer How heat energy is transferred.</p> <p>9B3 Photosynthesis Photosynthesis. Linking leaf structure and photosynthesis. How plants get water and carbon dioxide.</p>		<p>9P4 Electrical circuits Calculating current. Investigating resistance.</p>	<p>9B4 Ecosystems Energy in food webs. Research skills: investigating alien species, the threats to species, and protective measures. Classification of living things. Using capture-mark-release to estimate population size. Interpreting predator-prey cycles. Presenting data.</p>	
<p>9P1 Forces Resultant forces. Identifying forces. Friction. Magnetism. Gravity.</p> <p>9P2 Particles & heat transfer Calculating density. Calculating pressure.</p>	<p>Investigative skills: planning an experiment into factors affecting photosynthesis. Presenting data. The carbon cycle.</p>	<p>9P3 Waves Waves. Reflection. Refraction. Planning an experiment into factors affecting wave speed. Sound and ultrasound. Using the wave equation to calculate wave speed, wavelength or frequency.</p> <p>9P4 Electrical circuits Circuit symbols. Investigating voltage. Investigating current.</p>	<p>9P5 Motion Calculating speed. Interpreting distance-time graphs, calculating speed using them. Velocity and velocity-time graphs. Calculating acceleration. Investigating factors that affect stopping distance.</p> <p>9B4 Ecosystems Ecosystems and food webs.</p>	<p>Investigative skills: planning an experiment into abiotic factors.</p>	<p>9P6 Energy Energy. Identifying energy stores and how energy transfers in a useful or wasteful way. Calculating gravitational potential energy from experimental data. Calculating power. Calculating kinetic energy.</p>

Super Curricular:

Go to Brownsea Island and see if you can spot any red squirrels. Then research why the grey squirrel is more common on the mainland.

Research the different species of animals that live in the New Forest. Find out how many of them are threatened, and what is being done to protect them.

How is ultrasound used in medicine? Ask if you have any ultrasound scans of you as a baby. Research how the ultrasound waves form the images on screen.

How does gravity affect our lives? What would it be like to live without gravity? Search YouTube to find videos of life on the International Space Station and to see how they cope without gravity, and what affect that has on their bodies.

How can I revise for assessments?

You will be given a set of key idea slides as you start each topic, which are directly linked to your lessons. You could also use GCSE BBC bitesize, but be aware that you will come across some ideas that you haven't yet learned about. You can find it at this link: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Year 9 Curriculum map: How I can be a scholar in Spanish

I will be able to...					
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p><u>Content:</u></p> <ol style="list-style-type: none"> revise basic greetings describe a variety of weathers in the present tense ask and answer what the weather it is like today seasons of the year describe the weather in different seasons Day of the dead celebrations <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use a variety of weather verbs (hace, llueve, nieva) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Spanish speaking countries what are these countries well-known for? Typical food in the different Spanish speaking countries Typical food in Spain Christmas in Spain <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use a variety of question words (cuándo, cuántos, qué) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Where I live Adjectives to describe where I live Opinions about where I live Places in town <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use a variety of 3rd person verbs to describe (es, se llama, tiene, hay) use a variety of opinions (me gusta, no me gusta, me encanta,...) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> types of houses Adjectives to describe type of houses Opinions about the houses Ideal house <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use because (porque) use the 3rd person to describe others (se llama, es, tiene) I would like to live (me gustaría vivir en...) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Spanish festivals Carnaval de Cádiz Las fallas Feria de Abril San Fermín La Tomatina <p><u>Grammar:</u></p> <ol style="list-style-type: none"> 3rd person description verbs (se llama, tienes, es, hay) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Ferdinand film Describe the characters Give opinion about them Describe where they live Opinions about the film <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use of alphabet use a variety of connectives (también)
<p>Super Curricular: Research the weather in Spain and the UK and compare, what are the similarities?</p>	<p>Super Curricular: Research what the next Spanish speaking countries are famous for: Argentina, Mexico, Colombia, Chile, Ecuador and Perú</p>	<p>Super curricular Research the following places and give details about what these places are like: Barcelona, Roquetas de Mar, Madrid, Viznar, Corconte</p>	<p>Super curricular Research the Semana Santa in Spain and write notes about how it is celebrated in Sevilla and Barcelona</p>	<p>Super curricular Research information about Argentina, where it is geographically, capital city, main cities, main mountains and what it is famous for</p>	<p>Super curricular Research a different festival and share the findings in class</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> Use www.memrise.com to learn course vocabulary Search on Youtube any cartoons in Spanish- Peppa Pig, Ben 10 and try to make notes of the vocab you understand 					

Year 9 Curriculum map: How I can be a scholar in Spanish

I will be able to...					
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p><u>Content:</u></p> <ol style="list-style-type: none"> Get to know the Spanish speaking countries Greet and introduce myself Count and recognise numbers 1-31 Understand dates Learn colours and opinions Describe what I have in my bag <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Understand word order Use masculine, feminine and plural nouns use the present tense of 'tener' (to have) use a variety of questions words (cuando, que, cuantos) use opinions (me gusta, no me gusta, me encanta) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> count up to 100 describe my family (the family members that there are, what brothers and sisters I have) describe my pets describe my friends and family (personality, hair, eyes) <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use the present tense of 'tener' (to have) and 'ser' (to be) understand the adjective agreement use the negative structure (I have <u>not</u> = no tengo) use possessive adjectives (mi/mis) use frequency adverbs (siempre, a veces, nunca) use of 'tener' in the imperfect tense 	<p><u>Content:</u></p> <ol style="list-style-type: none"> describe hobbies and my opinion give opinions on sports (likes, dislikes, free time activities, sports) describe weather and what you can do depending on weather <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use the present tense of regular verbs use the present tense of common irregular verbs (hacer, jugar) use 'si' and 'cuando' constructions (if and when) use 'que' to make longer sentences use the comparatives 'más' and 'menos' 	<p><u>Content:</u></p> <ol style="list-style-type: none"> describe where I live describe types of houses and rooms in the house describe my bedroom describe my dream house describe household tasks <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use 'es' and 'está' use the present tense of 'vivir' (to live) use the definite article (el/ la/ los/ las) use prepositions of place with 'estar' (en, al lado de, detrás de, encima de, debajo de) use some conditional expressions (me gustaría, sería) use more frequency adverbs (todos los días, menudo, los fines de semana) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> explain what there is and isn't in my town explain where you go in town give opinions on my town (with reasons) understand directions discuss plans for the future compare rural and urban environments <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use 'hay' and 'no hay' (there is + there isn't) use contrasting adjectives and connectives pero = but/ sin embargo= however) use the present tense of 'ir' (to go) use comparatives 'tan...como' (as...as) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> describe school subjects give my opinions on the school subjects describe a timetable in a Spanish school describe my school environment describe extracurricular activities discuss my future plans <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use exclamations with '¡qué...' tell the time use 'se puede' and 'se debe' (one can and one must) using 'antes de' and 'después de' (before and after) use future expressions
<p>Super Curricular: Research geographical information (capitals, borders, mountains) on South American countries.</p>	<p>Super Curricular: Research the Spanish royal family. Draw a family tree and write a physical description of each person.</p>	<p>Super curricular Research the following singers on YouTube. Shakira, Luis Fonsi, Enrique Iglesias. Listen to their music and say whether you like it or not in Spanish. Compare the different artists.</p>	<p>Super curricular Look on the AirB&B website at house in Madrid and Malaga. Find a house/apartment you like and describe some of the rooms in the photos.</p>	<p>Super curricular Granada is in the south of Spain, just like Ringwood is in the south of England. Research the town and create a tourist pamphlet about what there is and what you can do there.</p>	<p>Super curricular Search for some cartoons on Youtube, but with 'en español' in the search bar. Eg Peppa Pig, Ben 10, Dora. See what you can understand and look up any new words.</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> Use www.quizlet.com to learn course vocabulary Google or search on Youtube any of the terms mentioned under grammar to find out more information eg conjugations back on Youtube Try a new app 'duolingo' for free to learn more Spanish 					

Year 9 Super Curriculum map –

How I can be a scholar in TECHNOLOGY

Skills Knowledge and Understanding		
3D CAD	DESIGN DRAWING AND ITERATIVE DESIGN	WORKING IN METALS
<p>To be able to use the assembly tools on SOLIDWORKS with increasing precision and complexity</p> <p>Use solidworks to assemble pre-prepared components for the torch Accurately assemble all components in a logical order Create assembled, exploded and sectional views of the torch Create an Assembly drawing with a dimensioned orthographic of the assembled torch, all 3 versions of the torch Correctly annotate the exploded drawing using the ‘bubble’ tool Create a bill of materials for the exploded view with correct annotation. Create photorealistic images of the assemble torch Use all tools with knowledge and accuracy. Demonstrate a good / high level of independence* clear application of different skills Have a clear understanding of layout control and target audience.</p> <p>To be able to use an increasing variety of tools on SOLIDWORKS to build component parts and assemblies</p> <p>Create a simple sketch of a part Use smart dimension to measure and edit Create a simple 3D parts using extruded boss / base Create slots in a 3D part using extruded cut Be able to apply the techniques across all box components Apply appropriate render materials to each part Assemble all component parts into a final assembly using the mating tools and appropriate control of poistion To create precise 3D shapes To add a render to make a model look realistic Good use of navigation using zoom, rotate views, shortcuts* Use all tools with knowledge and accuracy. Demonstrate a good / high level of independence* clear application of different skills</p> <p>To be able to generate working drawings, photorealistic images and parts lists in SOLIDWORKS</p> <p>Create an Assembly drawing with a dimensioned orthographic of the assembled box, with dimensions. Create photorealistic images of the assembled box Correctly annotate an isometric view of the box using the ‘bubble’ tool Create a bill of materials for the box, with correct annotation.</p>	<p>To be able to use equipment to develop hand drawing techniques:</p> <p>Single point perspective 2 point perspective Apply isometric drawing techniques to produce 3d drawings Orthographic third angle projection Apply rendering techniques to give improved aesthetic appeal and 3 Dimensionality Use different drawing techniques to produce more complex shapes & design ideas* Show precision and accuracy Render with finesse</p> <p>To be able to produce iterative design ideas with annotation and evaluation</p> <p>Produce clear design ideas for the lid design and associated linked images. To annotate design ideas suggesting possible improvements Act upon suggested improvements to show the iterative process To develop design ideas in response to analysis and evaluation Produce design ideas to a high standard*</p> <p>To be able to use 2D Design and the Laser Cutter</p> <p>Accurately measure and draw out the size and shape of their lid Use their knowledge of 2D Design from year 7/8 to reproduce an effective lid design. Demonstrate the use of fill/line colour in relation to the operation of the laser cutter Demonstrate a high level of independence* clear application of different skills and quality control techniques. *</p>	<p>To be able to accurately mark out, cut and finish a variety of aluminium tube profiles</p> <p>Read and interpret engineered drawings Mark out accurately using a pencil, ruler and engineers square Accurately clamp and cut out aluminium tube using a hack saw Using Cross file and draw filing techniques Apply quality control techniques for precision Use squares and go/no go gauges to assess the quality of outcomes, acting upon information gained Remove the burr on edges of the aluminium sheet using a fine file Use wet and dry paper or emery cloth for a smooth, attractive finish Accurate and precise marking, cutting, filing, smoothing using hand tools* Appropriate use of quality control and assessment techniques throughout the process Understanding the importance of tolerance within dimensions and how to work to tolerance</p> <p>To be able to use soldering equipment with precision to assemble the LED light unit</p> <p>Identify and manipulate component legs into appropriate positions Position components correctly onto the PCB and relative to one another Use Soldering equipment safely and precisely Accurate and precise use of soldering equipment Safe working practices seen at all times* The assembly fits precisely inside the torch barrel</p> <p>To accurately file steel sections within desired tolerances</p> <p>Read and interpret engineered drawings Use Cross file and draw filing techniques to prepare the steel components Apply quality control techniques for precision Use squares and go/no go gauges to assess the quality of outcomes, acting upon information gained Use Emery cloth for appropriate levels of finish on the components Demonstrate a high level of independence throughout practical work*</p> <p>To accurately assemble components to produce a working torch</p> <p>Use working drawings to carefully assemble component parts React appropriately to changing circumstances and rectify issues as they occur during assembly Care and attention to detail with final assembly*</p>
<p>Super Curricular <i>Use Solid works in and out of school to generate their own product designs. Utilise Solid works tutorials to enhance their own knowledge and understanding. Manufacture their own 3D products in school, after discussions with staff</i></p>	<p>Super Curricular <i>Develop their own drawings and products that will utilise the laser cutter/3D Printer. Manufacture their own products in school, as discussed with class teacher</i></p>	<p>Super Curricular <i>Disassemble products at home to identify materials and components. ‘Fix’ broken products to show a clear understanding of the circular economy and the need to mend products to reduce a throwaway culture. Make a sculptural piece for the garden using waste materials and products found at home.</i></p>

**Year 9 Super Curriculum map –
How I can be a scholar in TECHNOLOGY**

WORKING IN TIMBER	GRAPHIC DESIGN PACKAGING	ARCHITECTURAL MODELLING
<p>To be able to mark out and cut lap joints in wood Apply identification marks to the 4 box pieces using face edge and side marks and identification of corners. Use prior knowledge of the band facer to prepare square ends of the component pieces Identify and correctly use a steel ruler, try square and marking gauge Correctly apply quality control techniques when marking out To use guide blocks when cutting lap joints with a Tenon Saw Accurate and precise marking, cutting and use of machine tools Appropriate use of quality control and assessment techniques throughout the process To be able to accurately and safely use chisels, mallets and thumb routers in the production of wood joints Clearly identify waste Clamp work correctly to enable safe and accurate chiselling Safely hold and use the chisel and mallet as demonstrated To remove waste material using the principal of 'half' Use of chisel or thumb router to clean the lap joint, using appropriate quality control techniques Accurate and precise chiselling techniques, showing adaptation to changes circumstances and responding to materials Appropriate use of quality control and assessment techniques throughout the process Repetitive accuracy for all corners To be able to glue and clamp wooden products using a variety of equipment To apply a dry joining technique for calculating the base side and checking for squareness Apply an appropriate amount of wood glue Protect and clamp glue in the appropriate sequence, checking for squareness with the try square Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. *</p> <p>To be able to prepare the finished product ready for application of appropriate surface finishes Use the band facer to remove large amounts of excess, assessing positioning of box in relation to grain direction Use 2 grades of glass paper in the correct order and recognising the grain direction Apply a sealing coat of Tung oil followed by wax, taking account of drying times Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. *</p>	<p>To be able to produce appropriately sized sleeve packaging for the boxed torch Take measurements form their box for use in the sleeve sizing Use Adobe Illustrator, appropriately set, to lay out the net for the sleeve. Research imagery appropriately linked to the lid design, product and corporate styling Use Photoshop to manipulate images as necessary Apply graphics and text to the sleeve net. Test the net before printing in colour onto card Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. *</p> <p>To be able to produce a 'flip leaflet' for inclusion in the box Interpret the different components on the flip leaflet. Plan the information and graphic requirements for each element of the flip leaflet, taking account of relative positioning and orientation. Draw out the components for the flip leaflet onto Adobe illustrator Use Photoshop to manipulate images as necessary Apply graphics and text to the flip leaflet components. Print onto card Accurately cut out components and assemble Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. *</p>	<p>To be able to apply the iterative design process in the development of their bus shelter designs Use unfamiliar images and scenarios to generate design ideas Sketch design ideas and apply the iterative process Annotate design ideas with detailed comments to explain features to third parties and to suggest improvements and adaptation Act upon the suggested improvements to show the iterative design process in action To develop design ideas in response to analysis and evaluation Produce design ideas to a high standard* Show an increasing use of the iterative process and presentation techniques</p> <p>To be able to prepare a materials list for modelling Create a material list for the real bus shelter and model Identify the real life and scaled dimension for each component Prepare a materials list for the model</p> <p>To be able to model to an appropriate scale, quality of realism and finish Model to scale using card and additional materials as identified on their cutting list and as available. Model to scale, complex designs that show further adaptation and modification to the original intentions*</p>
<p>Super Curricular <i>Make things at home. Why not make a bird box, bug house or hedgehog house from scrap wood?</i> <i>Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'</i></p>	<p>Super Curricular Use graphic design packages on a home computer/tablet to develop logos and corporate identities for their own 'brand' based upon the initials. Take your favourite clothing brand logo and adapt it to incorporate your own initials, as if you were designing a branded range for that company.</p>	<p>Super Curricular <i>To buy a modelling kit and complete it.</i> <i>Watch Grand Designs/George Clarkes Amazing Spaces or similar to see how architectural models/computer generated models are used to 'view' concepts</i> <i>To use materials available at home or Google Sketch-up to create an architectural model of your home or dream home</i></p>

Year 9 Super Curriculum map –

How I can be a scholar in TECHNOLOGY

How can I revise in this subject?

As you rotate across the six different areas within the Technology Pathway, you will be assessed on 6 key criteria for each. You will be given a summative flightpath assessment for each of the 6 areas.

The assessments will be recorded onto the front of your Technology Flightpath loose leaf folder to aid your tracking of successes and areas for improvement.

During the course of the year, you will have two tests. These will include questions that relate to the projects you have been working on, home learning exercises, together with information given to you on A4 revision sheets. These revision sheets include key knowledge and understanding from the 6 areas you cover throughout the year and new content related to unfamiliar products. The new information is designed to develop enquiring, technological and environmentally aware designers.

To revise for this, you should refer back to your home learning, the additional information sheets and then practice and develop your revision techniques to learn and recall as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.

Year 9 TEXTILES Curriculum Map

How I can be a scholar in Textiles

Skills and Knowledge					
Half-term 1: (7 weeks)	Half-term 2:(7 weeks)	Half-term 3: (7 weeks)	Half-term 4: (6 weeks)	Half-term 5: (5 weeks)	Half-term 6: (7 weeks)
<p>Workshop 1: Observational drawings from natural patterns – using tonal pencil, biro and fine liner to fill the missing gaps of a photocopied drawing. H/L 1 - 2 x A4 pages of internet images of patterns. Man-made and natural. PPT - 1. Y9 week 1 - filling the gap recording</p> <p>Workshop 2: Create a mixed media collage exploring patterns in the man-made and natural world and use carbon paper to transfer the design to paper. H/L 2 – own photos – man made patterns and natural patterns. 4-8 photos of each. PPT - 2. Y9 week 2 - Collage and trace recording</p> <p>Workshop 3: Learn the importance of presentation and how to create a visually exciting sketchbook. All work stuck into sketchbooks and title page completed. H/L 3 – Books up to date and title page completed. PPT - 3. Y9 week 3 - sketchbook presentation and title page</p> <p>Workshop 4: Transfer pattern design to fabric, learn to use the palette paints to create painted colour scales before painting design. H/L 4 – double research page into a chosen culture and the significance of pattern within it. PPT - 4. Y9 week 4,5&6 - transfer to fabric and learning painting</p> <p>DIRT LESSON – complete any work in sketchbooks that needs to be done.</p>	<p>Workshop 5: Fabric decoration and embellishment – learn the basic hand embroidery stitches to create a sample. Running stitch / Back stitch / Cross stitch / Zig Zag / Satin stitch / Chain stitch / French knots. Draw a design based on chosen culture onto calico and create a detailed hand embroidery sample. These samples can be presented as part of the cultural study double page. H/L 6 & 7 – learn more complex stitches following you tube tutorials and create a sample. PPT - 5. Y9 week 7&8 - cultural hand embroidery</p> <p>Workshop 6a: ARTIST STUDY: ANGIE LEWIN Reduction printing linked to Angie Lewin. Look at the work of Lewin and discuss. 1. Image analysis of chosen painting using the key words sheet. 2. Write as a mind map around the image and then write an overview paragraph. 3. Using the images sheet provided as inspiration, do 3 different Lewin inspired designs. – colour using 3 colours. H/L 1 – Angie Lewin research to be presented as a double page. Images, information and image analysis done in class. PPT – 6. Y9 week 9,10&11- reduction printing inspired by Angie Lewin</p> <p>Workshop 6b: Create a polytile based on designs and begin reduction printing – repeat print and layer with 3 colours – light to dark. H/L – sew into 1 reduction print. Complete Lewin artist study, presented as 2 double pages worth of work to include prints. PPT – 6. Y9 week 9,10&11- reduction printing inspired by Angie Lewin.</p> <p>H/L – Ensure book is fully up to date in readiness for the new term. DIRT LESSON – complete any work in sketchbooks that needs to be done.</p>	<p>Workshop 6b (Continued): Create a polytile based on designs and begin reduction printing – repeat print and layer with 3 colours – light to dark. H/L – sew into 1 reduction print. Complete Lewin artist study, presented as 2 double pages worth of work to include prints. PPT – 6. Y9 week 9,10&11- reduction printing inspired by Angie Lewin.</p> <p>Workshop 7: Bonding and fusing to create fabrics – felt making in response to images of butterfly wings and artist Moy Mackay. Hand sew back into felt sample to add detail. Ext. 3D felting – felt balls and felt Shibori by hand around a marble. H/L – Complete felt sample and the presentation of a double page based on felting and butterfly wings. PPT – 7. Y9 - Needle and wet felting</p> <p>Workshop 8: ARTIST STUDY: DIANA COHEN Bonding and fusing to create fabrics – poly fusion in response to images of man-made patterns and the work of Dianna Cohen. H/L – Diana Cohen research page – to complete double page artist study (research, opinions, images and own response) PPT –</p> <p>DIRT LESSON – complete any work in sketchbooks that needs to be done.</p>	<p>Workshop 9: ARTIST STUDY: VICTORIA VILLASANA Using hand embroidery skills in response to artist Victoria Villasana. Using own photos of patterns to inform responses. H/L – Victoria Villasana research page – to complete double page artist study (research, opinions, images and own response) PPT –</p> <p>Workshop 10: ARTIST STUDY: ROS LYMER: experiment with mono printing, layering and fabric collage, combining techniques learnt so far. Make samples in response to Ros Lymer. Become confident using the sewing machines if appropriate. H/L – Ros Lymer research page. PPT –</p> <p>Developing 1: Understand how to develop a project...</p> <ol style="list-style-type: none"> 1. General mind map of ideas linked to the theme of pattern. 2. Specific mind map linked to chosen area of interest. 3. Mood board of inspiring imagers from the internet linked to chosen theme. 4. Mood board of simple patchwork bags that inspire you. 5. Artist mood board – 4-8 x artists who inspire you, images and name of artist – spread across a double page <p>H/L – own photos linked to chosen theme, and complete all development pages in tasks 1-5 PPT –</p>	<p>Developing 2: Create detailed design ideas for a patchwork bag, in colour and annotated to include techniques etc. H/L – PPT –</p> <p>Making: Begin making bags – cut out pieces for the patchwork and begin to apply knowledge, skills and techniques learnt so far. H/L – PPT –</p>	<p>Making: Learn how to follow a simple bag pattern, cutting and pinning correctly to avoid wastage and ensure accuracy.</p> <p>Demonstrate technical skills and ability to make the panels for the patchwork bag.</p> <p>Deepen confidence using the sewing machine to construct bag.</p> <p>Evaluate: Evaluate the project using key words and terminology.</p>
<p>Super Curricular: Make samples using more complicated hand embroidery stitches by following tutorials on YouTube. Continue to take your own photos of patterns that inspire you.</p>		<p>Fabric manipulation –experiment with using fabrics to create pleats, ruffles, tucks, puffs and smocking. Support with research into fabric manipulation in fashion. Visit art galleries and exhibitions and take inspiration for the work you see.</p>		<p>LEARN A NEW SKILL: Bonding and fusing to create fabrics using the process of weaving – Learning to create plain weaves, tapestry weaves, circle weaves and experimental weaves.</p>	

Year 9 TEXTILES Curriculum Map

How I can be a scholar in Textiles

	LEARN A NEW SKILL: Learn the process of resist dyeing through experimental Tie Dye and Batik/paste resist.	Create more artist responses, further experiment with layering and combining techniques. Add complexity to your bag; such as pockets, buttons, zips etc.
How can I revise for assessments? N/A Although the more you practice outside of lessons the better you will get!		