



Year 9 Curriculum Map: 2020-21

Subject	Term 1		Term 2		Term 3	
	Half Term 1 (Aug-Oct)	Half Term 2 (Oct-Dec)	Half Term 3 (Jan-Feb)	Half Term 4 (Feb-Apr)	Half Term 5 (Apr-May)	Half Term 6 (May-June)
English	<p>Thematic Unit - 'Writing of the First World War'</p> <p>Unit Aims</p> <ol style="list-style-type: none"> To know closely a range of texts from the First World War era To build an understanding of the context these texts were written in response to To be able to utilise the knowledge of these texts to compare and contrasts ideas within them 	<p>Modern Novel - 'Animal Farm'</p> <p>Unit Aims</p> <ol style="list-style-type: none"> To know closely the plot and characters of the novella, "Animal Farm" To build an understanding of the context the text was written in response to as well as contemporary links To be able to demonstrate reading and writing processes in relation to the text, including synthesis and article writing 	<p>Creative Writing Unit - 'Crime Fiction'</p> <p>Unit Aims</p> <ol style="list-style-type: none"> To know the conventions of the Crime genre (character, plot, key moments) To understand how to use characterisation, description, narrative voice and structure to put together a crime story. To be able to both analyse and comment on the use of conventions in crime stories and use the conventions to compose own crime stories 	<p>Shakespeare - 'The Merchant of Venice'</p> <p>Unit Aims</p> <ol style="list-style-type: none"> To know closely the plot, characters and themes of the play To build an understanding of the context the play was written in response to (and whether or not it is subversive of it) To be able to demonstrate reading and writing processes in relation to the text, including synthesis and article writing 	<p>Language Bootcamp</p> <p>Unit Aims</p> <ol style="list-style-type: none"> To know the processes we have engaged with across the year To understand how the processes we have engaged with across the year can be applied to unseen texts To be able to utilise the processes of the year on a variety of unseen texts 	<p>Speaking and Listening</p> <p>Unit Aims</p> <ol style="list-style-type: none"> To know what it means to be a confident speaker and a strong listener To understand how to plan, rehearse and actively listen in a formal context To be able to give a presentation about a topic I am passionate about, and listen and question others presentations
Mathematics	<p>Inspirational Maths Cross curricular themes Ratio & proportion Percentages Equations & inequalities</p>	<p>Rearranging formulae Expanding & factorising Transformations Similarity & congruence</p>	<p>Recap sequences Straight line graphs</p>	<p>Quadratics Simultaneous equations Averages from tables</p>	<p>Trigonometry Recurring decimals & bounds</p>	

<i>Science</i>	Energy Transfers; Unicellular Organisms	Rocks; Genetics; Materials	Materials; Genetics; Earth & Space	Forces & Motion; Growing Our Food; Reactivity	Forces & Motion; Growing Our Food; Reactivity	
<i>Art</i>	"Rust and Decay"	"Rust and Decay"	"Can we find a balance?" Influential Female Artists.	"Can we find a balance?" Influential Female Artists.	"Shape, form, space and texture" - Sculpture, 3D Exploration and the art of seeing.	"Shape, form, space and texture" - Sculpture, 3D Exploration and the art of seeing.
<i>Computing</i>	App Development -Conduct effective app evaluation -Contrast web and native apps. -Commence app development with WYSIWYG platform AppShed. -Include programming with Blockly -Conduct rigorous testing before publishing final app.	Representing Data -Understanding the CPU. -Bits and Bytes. -Binary conversion. -Binary addition. -Hexadecimal conversion. -Representing Images and Sound. -ASCII	Advanced HTML -Detailed website review and evaluation. -Use of advanced HTML structure and syntax to create multimedia-rich web pages. -Stylize HTML web pages through the use of advanced CSS. - Effective use of Hyperlinks to create a multi-page website. -Test and evaluate own HTML and CSS coding.	Advanced HTML -Detailed website review and evaluation. -Use of advanced HTML structure and syntax to create multimedia-rich web pages. -Stylize HTML web pages through the use of advanced CSS. - Effective use of Hyperlinks to create a multi-page website. -Test and evaluate own HTML and CSS coding.	Programming with Python -Understand the term High Level Programming Language. -Know fundamental Python syntax. -Use input and output messages. -Use variables, data Types appropriately. -Understand and effectively use iteration and selection within a program. -Correctly implement and utilise arrays.	Programming with Python -Understand the term High Level Programming Language. -Know fundamental Python syntax. -Use input and output messages. -Use variables, data types appropriately. -Understand and effectively use iteration and selection within a program. -Correctly implement and utilise arrays.
<i>Drama</i>	VIRTUAL ON-LINE Expressive Movement and Physical expression *Mime technique *Physicality,*Facial expression *Focus *Props *Breaking the 4th wall *Relationship/Illusion *Performance	World Theatre Tradition: Commedia Dell'Arte *Stock Characters *Lazzi *Slapstick	Cross-curricular link- HISTORY Vietnam War Devising Theatre *DV8 *Frantic Assembly *Complicite Vietnam War'	Cross-curricular link-ENGLISH Merchant of Venice *Character analysis *Costume design	Theatre Practitioner: Konstantin Stanislavski *Method acting *Subtext *contentless scenes Script, 'DNA'	Theatre Practitioner: Bertolt Brecht Script "DNA"
<i>Geography</i>	Global development o What is development?	Tectonic processes o The Earth's layers o Tectonic plates and	Globalisation part 1 o The trading game and review	Globalisation part 2 o Problems of globalisation	Natural resources and the Anthropocene Age	Natural resources and the Anthropocene Age

Note: Due to COVID-19 and the closure of schools in Yangon, all curriculum maps are subject to change.

	<ul style="list-style-type: none"> o Development indicators o HDI and HPI o Why are some countries less developed? o Development correlations o Are the poor countries catching up? o Tackling the development gap and SDGs o Alternative perspectives on development 	<ul style="list-style-type: none"> plate boundaries o Convection currents o Tectonic processes and landforms (earthquakes, volcanoes, fold mountains and tsunamis) o Living in a tectonic zone o Hazard management 	<ul style="list-style-type: none"> o Commodities and cash crops o Mapping global commodities o Global fashion o Why go global? o TNCs and a case study (Nike?) 	<ul style="list-style-type: none"> o Different perspectives on globalisation o Evaluating globalisation 	<ul style="list-style-type: none"> o Climate Change o Water conservation o Soil o Plastic o Desertification o Finite versus renewable energy o Biodiversity o (CC - Science - plants, genetics,) 	part 2 <ul style="list-style-type: none"> o Desertification o Finite versus renewable energy o Biodiversity o (CC - Science - plants, genetics,)
<i>History</i>	Rise of the Nazis	Nazi Germany/Arab-Israeli Conflict	Arab-Israeli Conflict	Vietnam War	Vietnam War	The Rise of Terrorism
<i>Mandarin</i>	<u>Topic:</u> -Weather -Season	<u>Topic:</u> -Sickness	<u>Topics:</u> -Vegetables and Fruits	<u>Topics:</u> -Three meals a day -Eating out	<u>Topic:</u> -Fresh market	<u>Topic:</u> -Snacks
<i>Music</i>	Propaganda: Musical Semiology; Tropes; National Anthems; Ad Jingles (Musical Cryptograms)	Propaganda: Musical Semiology; Tropes; National Anthems; Ad Jingles (Musical Cryptograms) Jazz Music: Lead Sheet; Extended Chords; Jazz Hamony; Ensemble Performance and Improvisation	Jazz Music: Lead Sheet; Extended Chords; Jazz Harmony; Ensemble Performance and Improvisation	Film Composition: Appraisal of compositional style; composition of leitmotifs;	Film Composition: Revision/Consolidation	Battle of the Bands: a post assessment project where students take a pop song of their choice and perform it in the final weeks of school.
<i>PSHE</i>	- Adolescence - Racism, prejudice and disrimination - How to make decisions - Becoming an adult - Civil liberties	- Banking and ways of saving - Dealing with loss - Drugs and drug taking - Crimes and punishments	- Being assertive - Investigating careers - The power of the press - Eating disorders	- Compulsory education - Youth justice - Political parties - Safer sex, STIs and AIDS	- You as a consumer - You as a citizen of the world - Pressure groups and campaigning - People with mental illnesses - Poverty	

<p>PE</p>	<p>Unit 1a (i): Use a range of tactics and strategies to overcome opponents in direct competition through team games</p>	<p>Unit 2a: Use a range of tactics and strategies to overcome opponents in direct competition through individual games</p> <p>Unit 6a: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p>	<p>Unit 1a (ii): Use a range of tactics and strategies to overcome opponents in direct competition through team games</p>	<p>Unit 2a: Use a range of tactics and strategies to overcome opponents in direct competition through individual games</p> <p>Unit 6a: Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p>	<p>Unit 5a: Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Unit 3a: Develop technique and improve performance in other competitive sports</p>	<p>Unit 7a: BSY Sports Month Take part in competitive sports and activities (Encouraging community participation)</p>
<p>Spanish</p>	<p>Topic: Free time Grammar: the present tense, the preterite tense, the immediate future</p>	<p>Topic: Work and Future Employment Grammar: have to+infinitive, agreement, three time frames</p>	<p>Topic: Health Grammar: direct object pronouns, stem-changing verbs, reflexive verbs</p>	<p>Topic: Global issues Grammar: stem-changing verbs, “se debería”, the imperfect tense</p>	<p>Topic: Tourism Grammar: the comparative, the superlative, the simple future tense, using three time frames together</p>	