



Year 9 Curriculum Map: 2018-19

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	War Poetry Analyse Interpret Structure Language Form	Of Mice and Men and Dr Hyde Historical and social context, themes, structure and language.	Crime Genre- Descriptive writing techniques, grammar, punctuation, key vocabulary and structure of crime stories.	Shakespeare Merchant of Venice. Historical and social background, reading and interpretations, characters, plot.	Shakespeare - Merchant of Venice. Language analysis. Key extracts interpretations, writing conventions around the study of MoV	Advertising  Writing to persuade, argue and advise  Persuasive techniques/writing  Structuring your persuasive text
Mathematics	Travel graphs Upper and lower bounds Fractions Reciprocals Recurring decimals Standard form Probability and venn diagrams	Percentages Ratio and proportion Expanding brackets and factorising Organising and summarising data	Formulas Sequences Areas and Volumes	Pythagoras theorem Trigonometry Transformations Similar Figures Congruent Triangles 3D problems	Straight line graphs Simultaneous equations Quadratic Equations Other graphs; quad, cubic, reciprocal Geometry and proof	
Science	9A: Genetics & Evolution; 9E: Making Materials; 9I: Forces & Motion	9B: Plant Growth; 9F: Reactivity; 9J: Force Fields & Electromagnets	9C: Biology Revision & Projects (Set A) or 9K: Physics Revision & Projects (Set B)	9G: Chemistry Revision & Projects (Set A); 9K: Physics Revision & Projects (Set A) or 9C: Biology Revision & Projects (Set B); 9G: Chemistry Revision & Projects (Set B)	9D: Biology Transition to IGCSE; 9H: Chemistry Transition to IGCSE; 9L: Physics Transition to IGCSE	
Art	Observational Drawing. Methods of conducting Primary Research Methods.	The Eccentricities of Yangon Architecture. Exterior creative sources: Yangon Street	3 Dimensional Design / Form. Colour Theory and Texture Building.	3 Dimensional Design / Form. Colour Theory and Texture Building.	Whole School Art Exhibition - final piece planning and development.	Whole School Art Exhibition - final piece creation. Maquette critique and

	Ekphrasis within Art making.	maps - bird's eye views of habitated areas. Artist Influencers: Gillian Ayre's.	Frank Stella's Black paintings. Comparing juxtaposing artworks and discussing stylistic qualities of different artists. Independent Artist Research.	Frank Stella's Black paintings. Independent Artist Research.	Maquette making, Collaborative art making. Artist Focus: Frank Stella.	development. , Collaborative art making towards a final outcome.
<i>Computing</i>	Representing Data <ul style="list-style-type: none"> <li>• Binary</li> <li>• Hexadecimal</li> <li>• Images and Sound</li> <li>• ASCII</li> </ul>	App Development with AppShed <ul style="list-style-type: none"> <li>• App Evaluation</li> <li>• Web v Native</li> <li>• App Building with AppShed</li> <li>• Programming with Blockly</li> <li>• Testing and Publishing</li> </ul>	App Development with AppShed <ul style="list-style-type: none"> <li>• App Evaluation</li> <li>• Web v Native</li> <li>• App Building with AppShed</li> <li>• Programming with Blockly</li> <li>• Testing and Publishing</li> </ul>	Designing and Creating Multi-page Websites <ul style="list-style-type: none"> <li>• Website evaluation</li> <li>• HTML tags</li> <li>• Inserting media</li> <li>• CSS</li> <li>• Divs</li> <li>• Hyperlinks</li> </ul>	Computer Hardware <ul style="list-style-type: none"> <li>• Input, Output, Store devices</li> <li>• Types of storage</li> <li>• CPU</li> <li>• RAM and ROM</li> <li>• Networks</li> </ul>	Computer Hardware <ul style="list-style-type: none"> <li>• Input, Output, Store devices</li> <li>• Types of storage</li> <li>• CPU</li> <li>• RAM and ROM</li> <li>• Networks</li> </ul>
<i>Drama</i>	Verbatim Theatre/Devising	Script, DNA	Perfect Partner	Shakespeare in performance	Theatre Craft 2	Theatre Craft 2
<i>Geography</i>	<b>Global development</b> <ul style="list-style-type: none"> <li>o What is development?</li> <li>o Development indicators</li> <li>o HDI and HPI</li> <li>o Why are some countries less developed?</li> <li>o Development correlations</li> <li>o Are the poor countries catching up?</li> <li>o Tackling the development gap and SDGs</li> <li>o Alternative perspectives on development</li> </ul>	<b>Tectonic processes</b> <ul style="list-style-type: none"> <li>o The Earth's layers</li> <li>o Tectonic plates and plate boundaries</li> <li>o Convection currents</li> <li>o Tectonic processes and landforms (earthquakes, volcanoes, fold mountains and tsunamis)</li> <li>o Living in a tectonic zone</li> <li>o Hazard management</li> </ul>	<b>Globalisation part 1</b> <ul style="list-style-type: none"> <li>o The trading game and review</li> <li>o Commodities and cash crops</li> <li>o Mapping global commodities</li> <li>o Global fashion</li> <li>o Why go global?</li> <li>o TNCs and a case study (Nike?)</li> </ul>	<b>Globalisation part 2</b> <ul style="list-style-type: none"> <li>o Problems of globalisation</li> <li>o Different perspectives on globalisation</li> <li>o Evaluating globalisation</li> </ul>	<b>Natural resources and the Anthropocene Age</b> <ul style="list-style-type: none"> <li>o Climate Change</li> <li>o Water conservation</li> <li>o Soil</li> <li>o Plastic</li> <li>o Desertification</li> <li>o Finite versus renewable energy</li> <li>o Biodiversity</li> <li>o (CC - Science - plants, genetics,)</li> </ul>	<b>Natural resources and the Anthropocene Age part 2</b> <ul style="list-style-type: none"> <li>o Desertification</li> <li>o Finite versus renewable energy</li> <li>o Biodiversity</li> <li>o (CC - Science - plants, genetics,)</li> </ul>
<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>	<u>Topic:</u>	<u>Topics:</u>	<u>Topics:</u>	<u>Topic:</u>	<u>Topic:</u>

	<p>Weather and seasons <u>Grammar:</u></p> <ol style="list-style-type: none"> <li>1. Subject+怎么样</li> <li>2. frequency words 常常、有时候、从不</li> <li>3. Comparatives form and superlatives form</li> </ol> <p><u>Chinese characters:</u> 下、雨、雪、刮、风、气、温、冷、晴、春、夏、秋、冬、多、少、度、常</p>	<p>3. sickness <u>Grammar:</u></p> <ol style="list-style-type: none"> <li>1. verb+了</li> <li>2. To give advice: 你要/你不要</li> <li>3. 多/少+verb</li> <li>4. temporal complement (时间补语)</li> <li>5. Measure word次</li> </ol> <p><u>Chinese characters:</u> 生、病、吃、药、休、息、次、看</p>	<p>4. School subjects 5. School facilities <u>Grammar:</u></p> <ol style="list-style-type: none"> <li>1. Measure words: 节 and 门</li> <li>2. sentence structure: A对B好/不好/严格</li> <li>3. Sentence structure : 太.....了</li> <li>4. Sentence structure : A在B的位置</li> </ol> <p><u>Chinese characters:</u> 文、语、科、目、学、历、史、体、育、音、乐、美、术、图、书、馆、教、室、游、泳、池、礼、堂、厕、所、层、左、右、前、后、旁、边/面、间、上、下</p>	<p>6. Directions 7. House and rooms 8. Neighbourhood <u>Grammar:</u></p> <ol style="list-style-type: none"> <li>1. sentence structure: A离B远/近</li> <li>2. Measure words: 间、张、把、本</li> <li>3. A还是B</li> <li>4. sentence structure: A比B+adjectives</li> </ol> <p><u>Chinese characters:</u> 卧、室、浴、客、厅、厨、房、床、沙、发、台、灯、视、桌、椅、超、市、花、店、远、近、院、书、站、邮局、咖、啡、影、公、园、脑</p>	<p>9. Hobby 1-sports <u>Grammar:</u></p> <ol style="list-style-type: none"> <li>1.多长时间</li> <li>2. sentence structure : 从.....开始</li> <li>3. sentence structure : 跟.....一起</li> <li>4. 什么时候</li> <li>5. sentence structure : 除了..... (以外)</li> </ol> <p><u>Chinese characters:</u> 运、动、跑、步、打、篮、球、踢、足、网、羽、毛、时、朋、友、会、钟</p>	<p>10. Hobby 2-music and art <u>Grammar:</u></p> <ol style="list-style-type: none"> <li>1. Sentence structure: 一边.....一边.....</li> <li>2. present tense : 正在</li> </ol> <p><u>Chinese characters:</u> 听、画、唱、歌、弹、钢、琴、从、始、提</p>
<i>Music</i>	<p><b>Propaganda:</b> Musical Semiology; Tropes; National Anthems; Ad Jingles (Musical Cryptograms)</p>	<p><b>Propaganda:</b> Musical Semiology; Tropes; National Anthems; Ad Jingles (Musical Cryptograms)</p> <p><b>Jazz Music:</b> Lead Sheet; Extended Chords; Jazz Hamorny; Ensemble Performance and Improvisation</p>	<p><b>Jazz Music:</b> Lead Sheet; Extended Chords; Jazz Harmorny; Ensemble Performance and Improvisation</p>	<p>Film Composition: Appraisal of compositional style; composition of leitmotifs;</p>	<p>Film Composition: Revision/Consolidation</p>	<p>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.</p>
<i>PSHE</i>						
<i>PE</i>	<p>Skills, tactics, rules for Basketball Swimming</p>	<p>Skills, tactics, rules for Volleyball Athletics</p>	<p>Skills, tactics, rules for Football Swimming</p>	<p>Skills, tactics, rules for Touch Rugby Fitness</p>	<p>Skills, tactics, rules for Badminton Swimming</p>	<p>Skills, tactics, rules for Gymnastics Leadership/OAA**</p>
<i>Spanish</i>	<p>Vocabulary: free time Grammar: the present tense, the preterite tense, the immediate future</p>	<p>Vocabulary: working Grammar: have to+infinitive, agreement, three time frames</p>	<p>Vocabulary: health Grammar: direct object pronouns, stem-changing verbs, reflexive verbs</p>	<p>Vocabulary: global issues Grammar: stem-changing verbs, “se deberia”, the imperfect tense</p>	<p>Vocabulary: tourism Grammar: the comparative, the superlative, the future tense, using three time frames together</p>	