






*Nurturing Ambition - Celebrating Diversity*

**DCIS Curriculum Learning Map: Year 9 2021-2022**

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<b>English Pathway 1</b>	<p><b>Modern Drama – Blood Brothers</b></p> <p>Read and analyse play, focusing on characterisation and dramatic conventions. <i>Intercultural Learning Focus</i></p>	<p><b>Class Reader</b></p> <p>Analysing character, themes and structure through inference and close reading. Exploring the context of a text. <i>Intercultural Learning Focus</i></p>	<p><b>Poetry – Armitage</b></p> <p>The analysis of textual details in order to support personal interpretations.</p>	<p><b>Shakespeare - Romeo and Juliet</b></p> <p>Exam style assessment Romeo and Juliet. Focus on writing essays that draw evidence from a variety of places in the text.</p>	<p><b>Short Stories – Edexcel Anthology</b></p> <p>Close analysis of language, character and theme in key scenes. Comparison of two texts (coursework style). <i>Intercultural Learning Focus</i></p>	<p><b>Non – Fiction Anthology</b></p> <p>Developing the skills of retrieval and inference in the context of the English Language Exam. Q 1/2/3/4. Students study texts from Non-fiction Anthology. <i>Intercultural Learning Focus</i></p>
<b>English Pathway 2</b>	<p><b>Step Up to English - Early Entry</b></p> <p>Students will work towards their early entry qualification by reading for understanding, undertaking group and individual presentations, and writing for purpose.</p>	<p><b>Step Up to English - Early Entry</b></p> <p>Students will work towards their early entry qualification by reading for understanding, undertaking group and individual presentations, and writing for purpose.</p> 	<p><b>Step Up to English - Early Entry</b></p> <p>Students will work towards their early entry qualification by reading for understanding, undertaking group and individual presentations, and writing for purpose.</p> 	<p><b>Writing for Purpose</b></p> <p>Reading for comprehension and writing to explain/ inform/ describe and persuade. Writing according to genre and form.</p> 	<p><b>Short Stories – Edexcel Anthology</b></p> <p>Reading challenging texts for understanding. Analysing language, character and themes in key scenes. Text to study: Whistle and I'll Come to You, Night, Story of an Hour and The Necklace.</p>	<p><b>Non – Fiction Anthology</b></p> <p>Students study 5 texts from non-fiction anthology. Paper 1 Language Q 1/2/3.</p>

<b>Mathematics Higher</b>	<b>Number &amp; Algebra</b> Decimals and Fractions Special numbers, powers and roots Types of data Algebraic Manipulation 2D Geometry	<b>Geometry &amp; Statistics</b> Population and Sampling, Percentages, Standard Form, Expressions, Linear Equations and Inequalities	<b>Geometry &amp; Measure</b> Linear Graphs, Compound Measures, Polygons and Circles, 3D Geometry	<b>Geometry &amp; Statistics</b> Pythagoras and Trigonometry, Transformations, Sampling Methods	<b>Statistics</b> Planning and Collecting data	<b>Statistics &amp; Measures</b> Representation of data, Constructions and bearings, Real life graphs
<b>Mathematics Foundation</b>	<b>Number &amp; Algebra</b> Integers, Place Value and Decimals, Fractions Special numbers, powers and roots Types of data Algebraic Manipulation 2D Geometry	<b>Geometry &amp; Statistics</b> Population and Sampling Percentages,, Expressions, Linear Equations	<b>Geometry &amp; Measure</b> Linear Graphs, Compound Measures, Symmetry, Angles, Polygons, Mensuration,	<b>Geometry &amp; Statistics</b> Pythagoras' Theorem, Transformations, Sampling Methods	<b>Statistics</b> Planning and Collecting data	<b>Statistics &amp; Measures</b> Representation of data, Constructions and bearings, Real life graphs
<b>Science Pathway 1</b>	<b>Introduction to Science</b> Living Organisms Cells Atoms, Elements Periodic Table Radioactivity	<b>Introduction to Science</b> Diffusion, Osmosis and Active Transport Chemical Formula Chemical Equations Solids, Liquids and Gases	<b>Molecules in Science</b> Biological Molecules, Ionic Bonding Covalent, Gas Pressure	<b>Molecules in Science</b> Nutrition, Group 1, Group 7, Forces and Motion	<b>Hidden Interactions</b> Nutrition, Gas in the Atmosphere, Forces in Action	<b>Reactions in Science</b> Respiration and gas exchange, Reactivity Series, Acids & Alkalis, Titrations, Forces in Action
<b>Science Pathway 2</b>	<b>Introduction to Science</b> Atoms, Elements Periodic Table Chemical Formula Chemical Equations Bonding	<b>Introduction to Science</b> Living Organisms Cells Diffusion, Osmosis and Active Transport Radioactivity	<b>Waves / EM Spectrum</b> Waves Electromagnetic Spectrum	<b>Genetics and Natural Selection</b> DNA, Alleles, Genetic Cross Diagrams and Natural Selection	<b>Separation Techniques</b> Filtration, Distillation. Fractional Distillation, Chromatography, Electrolysis	<b>Reactions in Chemistry</b> Acids & Alkalis Metals
<b>BTEC IT</b>	<b>Unit 1: Communicating in the IT industry</b>  Assignment 1: Communicating in IT Assignment 2: Specialist communication channels			<b>Unit 5: Supporting Organisations with IT</b>  Assignment 1: Organisations use of IT Assignment 2: The impact of IT on organisations		

					Assignment 3: Designing an office		
<b>Computer Science</b>	<b>Topic 1a</b> Principles of Problem Solving	<b>Topic 3a</b> Data Representation	<b>Topic 2a</b> Python Basics	<b>Topic 4a</b> Hardware & Logic	<b>Topic 1b</b> Abstraction & Decomposition	<b>Theory Consolidation</b> Topic 1a, 1b, 3a, 4a <b>Python Challenge</b>	
<b>BTEC Business</b>	A1: Being Organised	A1: Being Organised	A2: Developing a Personal Progression Plan	A2: Developing a Personal Progression Plan	Class project	Class project and reflections	
<b>IGCSE Business Studies</b>	<b>4 – Marketing</b> 4.3 The Marketing Mix (Promotion) (Product)	<b>4 – Marketing</b> 4.3 The Marketing Mix (Price) (Place)	<b>4 – Marketing</b> 4.1 Market research	<b>4 – Marketing</b> 4.2 The market	<b>1 - Business Activity</b> 1.1 Business Objectives 1.2 Types of Organisation	<b>1 - Business Activity</b> 1.3 Classification of businesses 1.4 Decisions on location	
<b>Drama</b>	<b>Scripted Study: (Hansel and Gretel by Kneehigh Theatre Company)</b>  Development of skills and understanding in how meaning is communicated in performance. The use of voice. The use of physical and non-verbal techniques (such as facial expression and gesture).	<b>Live Theatre Review (Section B) One Man, Two Guvnors by Richard Bean</b>  Understand how to answer a 6-mark and 9-mark question for Section B of the written exam.	<b>Devising Theatre: Storytelling - Ghost Stories</b>  Understanding the devising process Response to stimulus Apply explorative strategies (still image, thought-tracking, cross-cutting, hot seating, role on the wall). Forms and structures for performance Developing performance skills.	<b>Scripted Study: (Sparkleshark by Philip Ridley)</b>  Development of skills and understanding in how meaning is communicated in performance. The use of voice. The use of physical and non-verbal techniques (such as facial expression and gesture). The use of space and spatial relationships and the presentation of characters.	<b>Devising Theatre: Physical Theatre - The Night Circus</b>  Understanding the devising process Response to stimulus Apply explorative strategies (still image, thought-tracking, cross-cutting, hot seating, role on the wall). Forms and structures for performance Developing performance skills. Understand how to develop creative intentions.	<b>Project Theatre Company</b>  Demonstration and consolidation of skills and knowledge gained throughout the year. Collaboration with others to realise a performance incorporating all design elements.	
<b>DT</b>	<b>Design a Space</b>  Explore areas around the school environment. Create new concepts for the area considering the	<b>Task Lamp</b>  Explore motion and Anglepoise lamps. Create an electronic LED lighting circuit, and	<b>Technical drawing and Presentation Skills</b>  Explore a range of presentation techniques. Create a series of technical drawings.	<b>Automata</b>  Explore motion, movement and cams. Create a 3D moving item. Evaluate and reflect on the project.	<b>Passive Amplifier</b>  Explore User requirements, sound and shape. Create a passive amplifier.		

	needs of the users, and 3D modelling. Evaluate and reflect on the project. 3D CAD Assessment: Overall project combined with an end of project assessment	wooden lamp with movement. Evaluate and reflect on the project. Timber, Pillar drill, Tenon saw, Coping saw, Scroll saw, finishing tools. Assessment: Overall project combined with an end of project assessment	Evaluate and reflect on the project. Assessment: Overall project combined with an end of project assessment	Timber, mechanisms, Cams Assessment: Overall project combined with an end of project assessment	Evaluate and reflect on the project. Timber, Polymers, 3D Printing Assessment: Overall project combined with an end of project assessment	
<b>Visual Arts</b>	<b>Foundation Skills Workshops</b>  sketchbook presentation Pencil charcoal Soft pastel Watercolour printmaking collage acrylic  Assessment: Independent skills research page	<b>Stereotypes</b>  Stereotypes photography digital editing typography Collage  <i>Cindy Sherman</i> <i>Barbara Kruger</i> <i>Glenn Ligon</i>  Assessment: Series of Stereotype photographs using text	<b>Stereotypes</b>  Stereotypes typography monoprinting etching  <i>Lucien Freud</i> <i>Kathe Kollwitz</i>  Assessment: Etching based on photoshoot of Stereotypes	<b>My Surroundings</b>  Drawing Photography Watercolour Pen/Ink  <i>Olivia Kemp</i> <i>Sunga Park</i>  Assessment: Series of landscape and cityscape drawings	<b>My Surroundings</b>  Pattern Painting Design Process Relief sculpture Goga Tandasvhili Gabriel Schama Natalie Blake  Assessment: Shophouse Tile relief sculptures	
<b>Music</b>	<b>Exploring Performance</b>  Understanding the unique musical identity of each student. Identify as a performer and a listener. Start to build a portfolio of performances and reflections.	<b>Exploring Appraisal (Listening)</b>  Understanding and applying musical elements. Exploring a range of musical styles and genres and be able to describe characteristics. Developing vocabulary to describe different types of music.	<b>Exploring Composition</b>  Explore creative ways to express through different types of notations Identify common structures and forms and apply them to their own pieces. Introduction to basic harmony and melody to underpin their compositions.	<b>Ensemble skills</b>  Explore creative ways to work together. Working with different arrangements of instruments. Learning musicianship through group composing and performing.	<b>Projects</b>  Performing: Group ensemble. Composing: Composition based on given stimuli. Appraising: Students will explore in detail a piece or artist using their knowledge of the Elements.	<b>Assessment</b>  Students will be assessed on work produced in their Projects as well as an Appraising paper in exam conditions.
<b>History</b>	<b>IGCSE Practice skills</b>	<b>IGCSE Practice skills</b>	<b>Historical enquiry: Holocaust</b>	<b>IGCSE Paper 2: Origins of WW1 (TBC)</b>	<b>IGCSE Paper 2: Origins of WW1 (TBC)</b>	<b>IGCSE Paper 2: Origins of WW1 (TBC)</b>

	Civil Rights Movement In class Assessments A and B type Questions Cross cultural: American focus.	Civil Rights Movement End of Topic Paper Cross cultural: American focus.	Exhibition with Source analysis Cross cultural: students heritage.	In class Assessments A and B type Questions Intercultural focus: Morocco, Australia, Japan, Canada, US, Turkey.	In class Assessments A, B and C type Questions Intercultural focus: Morocco, Australia, Japan, Canada, US, Turkey.	End of Topic Paper EOY assessment Intercultural focus: Morocco, Australia, Japan, Canada, US, Turkey.
<b>Geography</b>	<b>IGCSE Underpinning Theme:</b> Development and the development gap		<b>IGCSE Underpinning Theme:</b> Migration and global issues	<b>IGCSE Underpinning Theme:</b> Energy and energy issues		<b>IGCSE Topic 1:</b> Urban environments
<b>Psychology</b>	<b>Introduction To Psychology (1 Week)</b>  T1.1 <b>Research Methods (7 Weeks)</b>  Baseline assessment on key words and of IV and DV	<b>Research Methods Development</b>  End of unit Research Methods test (25 marks)	<b>Development + Memory</b>  End of unit development test	<b>Memory</b>	<b>Memory + Social Psychology</b>  End of unit memory test	<b>Revision and EOY test</b>
<b>Religious Studies</b>	<b>Introduction to the 6 major world religions and Humanism</b> <i>'Theme' based</i>  <i>Skills based lessons</i> <b>Intercultural focus</b>	<b>Life and Death</b>  <i>Meaning &amp; purpose of life</i> <i>Sanctity of Life, abortion &amp; euthanasia</i> <i>Human Relationships</i> <i>Marriage &amp; partnerships</i> <i>Divorce &amp; remarriage</i> <i>Family structure</i> <i>Childlessness &amp; celibacy</i>		<b>The universe, creation and the place of human beings (Part One)</b>  <i>The place of human beings</i> <i>Nature &amp; human condition</i> <i>Selfishness, Greed &amp; Ignorance</i>		<b>Revision and EOY test</b>
<b>Global Citizenship</b>	<b>Theme 1 - Politics and Governance</b>  <i>Skills and Knowledge Organiser</i>			<b>Theme 2 - Economic development and the environment</b>  <i>Skills and Knowledge Organiser</i>		
<b>French</b>	<b>Everyday life at home and at school</b>  <i>House and home</i>	<b>Everyday life at home and at school</b>  <i>School life and routines</i>	<b>Everyday life at home and at school</b>  <i>Food and drink</i>	<b>Self, family and friends at home and abroad</b>	<b>Self, family and friends at home and abroad</b>	<b>Self, family and friends at home and abroad</b>  <i>Special occasions</i>

			<i>Common ailments and healthy lifestyles</i>	<i>Relationships with family and friends Everyday life at home and work Media – TV and film</i>	<i>Daily routine and helping at home Hobbies and interests</i>	<i>Holidays Tourist information and directions</i>
<p><b>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</b> A series of language projects and workshops will be planned for the year group such as local cultural outdoor trips, festival celebrations and language projects. Key activities: Guest Speaker within the School Community to speak on a specific topic related to culture and wellbeing, Free conversation club organized once a month at Alliance Française, Fête des Rois cultural project with a visit to bakery (bakery behind the scenes – explanation of the process).</p>						
<b>Mandarin</b>	<b>Unit 1: Family</b> About Me, My Family, My Pet, My Home	<b>Unit 3: Everyday Life</b> My Daily Routine, Modes of Transport, My Neighbours, My Neighbourhood		<b>Unit 4: Personalities</b> Personalities and Physical Appearances, Interpersonal Relationships, Hobbies		
	<b>Unit 2: School</b> My School, Subjects, Extra-Curricular Activities, Life in School	<p><b>Advanced level</b> A Higher Tier of Mandarin program will be offered to students who have passed Youth Chinese Test Level 5 which will be conducted in the lessons. These students can opt to be entered for the higher qualifications of IGCSE Mandarin at Year 11.</p>				
<p><b>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</b> A series of language projects and workshops will be planned for the year group such as Chinese traditional art &amp; craft experience, local cultural outdoor learning trips, festival celebration &amp; relevant language projects. Key activities: Chinese WuShu (Kung Fu), Traditional Finger Art Painting, Poem Cloth Patchwork, Outdoor Learning Trip and Language Poster Design Competition etc.</p>						
<b>Spanish</b>	<b>Phonics (P):</b> Covering the basics: alphabet, days/months, numbers, telling the time Describing myself and family members <b>Grammar (G):</b> Subject pronouns, present tense verbs, nouns and articles, ser/estar introduction	<b>Phonics (P):</b> Opinions on various topics School subjects Animals Family members Sports <b>Grammar (G):</b> Opinion verbs, comparisons, stem-changing verbs	<b>Phonics (P):</b> Hobbies and activities, including weather <b>Grammar (G):</b> Opinion verbs, justification adjectives, adjective agreement, introduction of the future tense	<b>Phonics (P):</b> House and Home Where I live My House My ideal house <b>Grammar (G):</b> adjectives, present tense, conditional tense	<b>Phonics (P):</b> School Life and Routine Description of school Timetable/School Day Facilities School Life School Uniform <b>Grammar (G):</b> future tense, debating language for for/against school uniform	<b>Phonics (P):</b> Food and Drink General food and drink Typical food in Spanish-speaking countries Healthy Lifestyle Clothing <b>Grammar (G):</b> revision of all grammar from the year
	<p><b>Curriculum focus on Intercultural Learning &amp; Health &amp; Wellbeing</b> A series of language projects and workshops will be planned for the year group such as local cultural outdoor trips, festival celebrations and language projects. Key activities: Guest Speaker within the School Community to speak on a specific topic related to culture and wellbeing (Venezuela, Spain), Free conversation club organized once a month, Cultural project with a visit to a Spanish restaurant (behind the scenes – talking with a chef).</p>					

<b>GCSE PE</b>	<b>Physical Emotional and social health</b> Lifestyle choices including alcohol and drugs Consequences of a sedentary lifestyle The structure and functions of the skeletal system Classification of the skeletal system The role of ligaments and tendons	<b>The muscular system</b> , including Voluntary and involuntary muscles Location of muscles and role Movements possible at each joint Muscles and muscle types Antagonistic pairs Muscle fibres	<b>The cardiorespiratory system</b> including The structure and functions of the cardio-respiratory system Functions and structure of the cardiovascular system Redistribution of blood flow Anaerobic and aerobic exercise Gaseous exchange The cardiovascular and respiratory system working together
<b>CORE PE</b>	Options choices - Block 1 - <b><u>Fitness block</u></b> <b>Choice of</b> Cross Country / Well being walk / Fitness training / Boxing Options choices - Block 2 - <b><u>Team Games block</u></b> <b>Choice of</b> Wellbeing walk / basketball / volleyball / Football	Term 2 and 3 units will be given closer to the start of the term and will be dependent on the current government guidelines.	