



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><b>Modern Novel - 'Animal Farm'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know closely the plot and characters of the novella, "Animal Farm"</li> <li>To build an understanding of the context the text was written in response to as well as contemporary links</li> <li>To be able to demonstrate reading and writing processes in relation to the text, including synthesis and article writing</li> </ol>	<p><b>Thematic Unit - 'Writing of the First World War'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know closely a range of texts from the First World War era</li> <li>To build an understanding of the context these texts were written in response to</li> <li>To be able to utilise the knowledge of these texts to compare and contrasts ideas within them</li> </ol>	<p><b>Creative Writing Unit - 'Crime Fiction'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know the conventions of the Crime genre (character, plot, key moments)</li> <li>To understand how to use characterisation, description, narrative voice and structure to put together a crime story.</li> <li>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</li> </ol>	<p><b>Shakespeare - 'The Merchant of Venice'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know closely the plot, characters and themes of the play</li> <li>To build an understanding of the context the play was written in response to (and whether or not it is subversive of it)</li> <li>To be able to demonstrate reading and writing processes in relation to the text, including synthesis and article writing</li> <li>To be able to produce performances and presentations demonstrating speaking and listening skills.</li> </ol>	<p><b>Language Bootcamp</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know the processes we have engaged with across the year</li> <li>To understand how the processes we have engaged with across the year can be applied to unseen texts</li> <li>To be able to utilise the processes of the year on a variety of unseen texts</li> </ol>	
Mathematics	<p>Maths Puzzles Recap fractions and rounding Venn Diagrams &amp; Set Notation</p>	<p>Probability Statistical Representation-</p>	<p>Linear Graphs Quadratic Equations</p>	<p>Mensuration - 2D &amp; 3D Shapes Compound measure Converting Units of Measure</p>	<p>Substitution Rearranging Formula Simultaneous Equations Functions</p>	<p>Pythagoras Trigonometry Circle properties</p>

	Standard Form Ratio & Proportion					
Science	Heat transfers, Unicellulars	Rocks; Genetics; Materials	Materials; Earth & Space; Growing our Food	Growing Our Food; Forces and Motion	Reactivity, Force fields	
Art	“Food Art” Observational studies in a variety of medium	Food Art” Observational studies in a variety of medium	“Pop Art” Food as seen in Pop Art, artist studies.	“Pop Art” Food as seen in Pop Art, artist studies.	“Cubist Portraits” Distortion in art. Expression through colour and line	“Cubist Portraits” Distortion in art. Expression through colour and line
Computing	<b>Responsible and safer use of the internet</b>  -Data sharing/privacy -Online etiquette. -Cyberbullying -Online grooming -Social media -Digital footprint  <b>Data Representation</b> -Understanding the CPU. -Bits and Bytes. -Binary conversion. -Binary addition. -Hexadecimal conversion. -Representing Images and Sound. -ASCII	<b>Data Representation</b> -Understanding the CPU. -Bits and Bytes. -Binary conversion. -Binary addition. -Hexadecimal conversion. -Representing Images and Sound. -ASCII	<b>Advanced HTML</b> -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.	<b>Advanced HTML</b> -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.	<b>Programming with Python</b> -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 utilitise arrays.	<b>Logic Gates</b> -Understand the role of logic gates in computing. -Identify the main 6 logic gates. -Recognise and understand the truth tables associated with the main six logic gates. -Be able to construct logic circuits using logic gates and logic statements.
Drama	VIRTUAL ON-LINE <b>Expressive Movement and Physical theatre</b> *Devising Theatre *DV8-Physical Theatre *Verbatim Theatre	<b>Verbatim Theatre</b> *Research *interview *Transcribe *Collaborative Script *Staging (filming) *Performing *Audience feedback and discussion	<b>World Theatre Tradition: Commedia Dell’Arte</b>  *Stock Characters *Lazzi *Slapstick *Half Mask	Creative Arts: Cross- curricular project <b>Documentary Film</b> “Pop Art” Artists *Research *Interview *Montage *reenactment *Framing and Shots *Storyboarding *script writing *Voice over	<b>Documentary Film (con’t)</b> *Research *Interview *Montage *reenactment *Framing and Shots *Storyboarding *script writing *Voice over *Editing	<b>Theatre Practitioner: Konstantin Stanislavski</b>  *Method acting *Subtext *contentless scenes Script work Theatre Practitioner: Bertolt Brecht  Script work

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				*Editing		
Geography	<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>
History	Rise of the Nazis	Nazi Germany	World War two	Mali Empire	Ancient African Empires: pre 19C	The Boer war
Mandarin	<u>Topics:</u> -House and rooms -Furniture -My neighbourhood	<u>Topics:</u> -Relatives -Appearance	<u>Topics:</u> -Occupations -Seeing a doctor	<u>Topics:</u> -Subjects of study	<u>Topics:</u> -Stationery -Fresh markets	<u>Topics:</u> -Snacks -Eating out
Music	<b><u>Soundtracks</u></b> -Film music -Thematic composition -Film Composition - Composition of leitmotifs	<b><u>Propaganda</u></b> -Musical Semiology - Tropes -National Anthems - Ad Jingles (Musical Cryptograms)	<b><u>Jazz Music</u></b> Lead Sheet; Extended Chords; Jazz Harmony; Ensemble Performance and Improvisation	<b><u>Video Game Music</u></b> -Character Themes and development -Ground themes -Sound Effects	<b><u>Samba/Latin Music</u></b> -Latin American rhythms -Ostinato -Call and response -Improvisation	<b><u>Battle of the Bands</u></b> A project based unit where students take a pop song of their choice and perform it in the final weeks of school.
PSHE	- Adolescence - Racism, prejudice and discrimination	- Banking and ways of saving - Dealing with loss	- Drugs and drug taking - Crimes and punishments	- Being assertive - Investigating careers - The power of the press	- Compulsory education - Youth justice	You as a consumer - You as a citizen of the world

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	<ul style="list-style-type: none"> <li>- How to make decisions</li> <li>- Becoming an adult</li> <li>- Civil liberties</li> </ul>			- Eating disorders	<ul style="list-style-type: none"> <li>- Political parties</li> <li>- Safer sex, STIs and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>- Pressure groups and campaigning</li> <li>- People with mental illnesses</li> <li>- Poverty</li> </ul>
PE	<p><b>Unit 1a (i):</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>team</b> games</p>	<p><b>Unit 2a:</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>individual</b> games</p> <p><b>Unit 6a:</b> Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p>	<p><b>Unit 1a (ii):</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>team</b> games</p>	<p><b>Unit 2a:</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>individual</b> games</p> <p><b>Unit 6a:</b> Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p>	<p><b>Unit 5a:</b> Take part in <b>outdoor and adventurous activities</b> 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><b>Unit 3a:</b> Develop technique and improve performance in <b>other competitive sports</b></p>	<p><b>Unit 7a: BSY Sports Month</b> Take part in competitive sports and activities (Encouraging community participation)</p>
Spanish	<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>	