



Year 9 Curriculum Overview

2025-2026

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	Autumn Term	Spring Term	Summer Term
English	<p>Pupils study a range of texts, including non-fiction, fiction, poetry, drama and media texts from both contemporary and pre-20th Century writers. Pupils have the opportunity to enhance their understanding of and pleasure in literature through visits.</p> <p>Pupils also have weekly reading lessons where they share a novel or short story for pleasure and a weekly lesson with a focus on spelling, English grammar and punctuation.</p> <p>Pupils will study one of the following themes each term.</p>		
	<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>The Giver</i> (Lois Lowry) ▪ WW1 Poetry ▪ <i>Flotsam</i> (David Wiesner) ▪ <i>Ghost Boys</i> (Jewell Parker Rhodes) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Writing to persuade ▪ Writing to describe 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ The Lion and the Mouse (Gerald Rose & Jerry Pinkney) ▪ <i>Aesop's Fables</i> ▪ The Lion (Roald Dahl) ▪ To a Mouse (Robert Burns) ▪ <i>The Railway Children</i> (E. Nesbit) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Short story or narrative retell ▪ Letter writing 	<p>Reading:</p> <ul style="list-style-type: none"> ▪ <i>Much Ado About Nothing</i> (Shakespeare) ▪ <i>Time Switch</i> (Steve Barlow & Steve Skidmore) ▪ <i>Looking at the Stars</i> (Jo Cotterill) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Newspaper article ▪ Writing to persuade
Maths	<p>Maths challenges, mymaths and problems solving activities support learning throughout the year.</p>		
	<ul style="list-style-type: none"> ▪ Sets & probability ▪ Prime numbers & proof ▪ Ratio 	<ul style="list-style-type: none"> ▪ Proportion and scale ▪ Algebraic manipulation ▪ Coordinates and graph 	<ul style="list-style-type: none"> ▪ Multiply fractions ▪ Area and volume ▪ Equations
	<ul style="list-style-type: none"> ▪ Algebraic notation and substitution ▪ Expressions and equations ▪ Place value and ordering 	<ul style="list-style-type: none"> ▪ Four operations ▪ Averages and range ▪ Rounding 	<ul style="list-style-type: none"> ▪ Graphing data ▪ Fractions, decimals and percentages ▪ Directed number
	<ul style="list-style-type: none"> ▪ Multiplication and division ▪ Length and height ▪ Mass, capacity and temperature 	<ul style="list-style-type: none"> ▪ Fractions ▪ Time ▪ Statistics 	<ul style="list-style-type: none"> ▪ Position and direction ▪ Place value ▪ Addition and subtraction
	<ul style="list-style-type: none"> ▪ Statistics ▪ Position and direction 	<ul style="list-style-type: none"> ▪ Place value ▪ Addition and subtraction 	<ul style="list-style-type: none"> ▪ Multiplication and division A ▪ Multiplication and division B

BSL	In KS3 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Level 1		
	<ul style="list-style-type: none"> ▪ Describing people ▪ Personal deaf identity ▪ Animals (pets) ▪ Interests and hobbies ▪ Deaf clubs <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills 	<ul style="list-style-type: none"> ▪ Food and drinks ▪ Daily lives and routine ▪ Strategies for communicating with hearing people ▪ 102 assessment <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, fingerspell, eye gaze and turn taking skills 	<ul style="list-style-type: none"> ▪ Describing weather ▪ Travel and transports ▪ 103 assessment ▪ Deaf inspirations <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, Fingerspell, eye gaze and turn taking skills
	Level 2		
	<ul style="list-style-type: none"> ▪ Travel/transports ▪ Describing people (Holiday) ▪ Building (Holiday) ▪ Receptive and productive skills <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, placement, Hand shapes fingerspell, Role Shift skills. 	<ul style="list-style-type: none"> ▪ Weather (Holiday) ▪ Language awareness ▪ Activities (Holiday) ▪ Shopping and eating out (eating and drinking) ▪ Placement ▪ 202 assessment <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF, Signing Space, pace and flow 	<ul style="list-style-type: none"> ▪ Cooking at home (Eating and drinking) ▪ Daily routine (Eating and drinking) ▪ Conversation skills ▪ 203 Assessment ▪ 201 Receptive assessment ▪ Deaf inspirations ▪ <p>Linguistics:</p> <ul style="list-style-type: none"> ▪ BSL order, NMF Turn-taking, Eye gaze, maintaining a conversation questions and answers
	Preparing for Level 3		
	Covers 6 different topics: home Life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
	<p>Develop linguistics skills for:</p> <ul style="list-style-type: none"> ▪ Directional verbs ▪ Negation/affirmation ▪ Regional signs ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers 	<p>Develop knowledge and vocabulary for:</p> <ul style="list-style-type: none"> ▪ Deaf and hearing homes. ▪ Deaf clubs/deaf theatre ▪ Educational settings/Qualifications ▪ What is DDA? ▪ Deaf events: Changes in social lives ▪ History of Deaf clubs in UK 	<p>Develop understanding for facts, opinions, beliefs and feelings.</p> <ul style="list-style-type: none"> ▪ Access to Hobbies/Interests ▪ Sign video/signlive/apps for deaf people ▪ What Deaf people can do for jobs ▪ History of BSL ▪ CODA ▪ Deaf Inspirations

Speech & Language Therapy (SaLT)	Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.		
	<u>Autumn Term 1</u> <u>Narrative: Harry Potter 2</u>	<u>Spring Term 1</u> <u>Language for Thinking: Snack Attack and Carrot Crazy (Disney Short Films)</u>	<u>Summer Term 1</u> <u>9A Vocabulary: Figurative Language</u> <u>9B Cups (Curriculum as for Year 8)</u>
Language for Thinking Blanks 1-4	<ul style="list-style-type: none"> Widget / English used to sequence, match, identify themes Theory of mind, who knows what Predictions, outcomes	<ul style="list-style-type: none"> Naming, sorting, categorizing, same vs different, odd one out, matching. Why, how do you know, justifying, predicting, inferring, giving opinions. 	<ul style="list-style-type: none"> Blanks 3 describing, Blanks 4 explaining its meaning
Social Communication	Quiz based shared interaction	<ul style="list-style-type: none"> Summarising, reflecting, evaluating. Listening to others opinions / responses 	<ul style="list-style-type: none"> Thinking about when and how to use. Formal and informal language.
Stories and Personal Narratives	<ul style="list-style-type: none"> Retell story so far including emotions, consequence, impact Think, know, guess 	Retelling, thoughts and feelings, abstract concepts	Telling a real life story linked with figurative language
Vocabulary Spoken/Written	Topic vocabulary	Topic Vocabulary	When words don't mean what they say
Sentence Construction Spoken/Written	Using descriptions of what happened and what will happen	<ul style="list-style-type: none"> Describing, combining words/signs. Using sentences to record ideas 	Phrases for metaphors / similes
Speech Spoken/Written	Story retell in spoken English depending upon students skills	Story retell in spoken English depending upon students skills	<ul style="list-style-type: none"> Figurative language is used more in written English. Identifying figurative language in literature samples
	<u>Autumn Term 2</u> <u>Social Communication: SmiLE (Requesting Ice Cream)</u>	<u>Spring Term 2</u> <u>Sentence Construction: English Sentence Construction (Bloopers Films)</u>	<u>Summer Term 2</u> <u>Lego Therapy:</u>
Language for Thinking Blanks 1-4	<ul style="list-style-type: none"> Think, plan, prepare prior to interaction Identify questions I need to ask to obtain this information. Predict options 	Describe, retell, explain, predict	<ul style="list-style-type: none"> Executive Functioning: What information is needed when, Concept of 'check' 'review' 'help'
Social Communication	<ul style="list-style-type: none"> Confidence to enter and greet Skills to ask questions, make request, clarify Social skills to request politely and pay 	Identify impact, funny side of bloopers,	<ul style="list-style-type: none"> Work in pairs or 3s. Be positive to others within group. Support and encourage Clarify, adapt

Stories and Personal Narratives	<ul style="list-style-type: none"> Discuss experience at café. Tell stories of icecream buying on holiday 	Discuss scenario	<ul style="list-style-type: none"> Take photo of child with lego model Revisit model, discuss process, strengths, difficulties
Vocabulary Spoken/Written	Flavours, options, shop terms,	Around topic	<ul style="list-style-type: none"> Position, orientation prepositions QX for clarification requests
Sentence Construction Spoken/Written	QX	<ul style="list-style-type: none"> Improve English sentence grammar Fill in the gaps, unjumble sentence, forced choice. Proof reading written work for errors and improvements. 	<ul style="list-style-type: none"> SSE sentence structure to practice English structure. Crib sheets to support this
Speech Spoken/Written	<ul style="list-style-type: none"> Spoken English in context used with people who don't know BSL. Strategies to communicate with none BSL users. E.g. written, pictures, gesture 	SSE used to highlight English sentence structure.	Descriptions and instructions in spoken English with children's English skills

Science	The science curriculum aims to help pupils develop basic scientific ideas and understanding about the biological and physical aspects of the world, and the processes through which they develop this knowledge and understanding.		
	<p>Fit and Healthy:</p> <ul style="list-style-type: none"> Senses and sense organs The heart function and basic structure Blood jobs and components Disease and body defences Smoking Alcohol Drugs and Medicines <p>Speeding up/Slowing down:</p> <ul style="list-style-type: none"> Speed equations Balanced and unbalanced forces Motion graphs <p>Reactions of Metals:</p> <ul style="list-style-type: none"> Properties of Metals Metals and Acids Metal Carbonates and Acids Metal Oxides and Acids 	<p>Metal Reactivity:</p> <ul style="list-style-type: none"> Reactivity of different metals Displacement reactions Metal extraction from ores <p>Variety:</p> <ul style="list-style-type: none"> Recap variety of life Sexual reproduction Asexual reproduction and cloning Selective breeding Human factors affecting food chains Genetic modification Competition in Plants Use of Fertilisers and Herbicides/Insecticides <p>Sound:</p> <ul style="list-style-type: none"> Sound waves The Ear Movement of sound Wave characteristics 	<p>Space Physics:</p> <ul style="list-style-type: none"> Day/Night Seasons The Moon The Solar System and beyond <p>Using Chemistry:</p> <ul style="list-style-type: none"> Conservation of mass in changes of state Conservation of mass in chemical reactions Diffusion in terms of the particle model Complete and incomplete combustion Useful chemical reactions <p>Magnetism and Electromagnetism:</p> <ul style="list-style-type: none"> Magnetic fields Making magnets Electromagnets Uses of electromagnets

Computing	Pupils will learn about the following areas of computing through; presentations, word processing, drawing, animation, spreadsheets, databases, Scratch (graphical language), Trinket (text based) and/or Python (text based) depending on experience and ability.		
	<p>Data</p> <ul style="list-style-type: none"> Understands the need for check digits Can calculate check digits Can use a check digit Can use a check digit to see if a code is valid <p>Programming and Development</p> <ul style="list-style-type: none"> Presence Checks Length Checks Range Checks 	<p>Communication and Networks:</p> <ul style="list-style-type: none"> Client-Server Networks Peer-to-Peer networks <p>Programming and Development</p> <ul style="list-style-type: none"> High-Level / Low-Level languages Can explain how a Compiler works Can explain how a computing interpreter works Can explain how assemblers work 	<p>Creative Project</p> <ul style="list-style-type: none"> Will create a product based on the stages of the project life cycle (Introduction, Analysis, Design, Implementation, Testing, Evaluation)
Geography	Pupils study a range of topics at local, national and international scales. Pupils use a variety of resources, map skills and atlases throughout the year.		
	<p>Our dramatic world- how does it work?</p> <ul style="list-style-type: none"> Natural Hazards: earthquakes, volcanoes, drought and tropical storms How they form What are the effects on people and places? How can they be stopped or managed? What are the advantages to the people and the environment? 	<p>Why does the landscape look like it does?</p> <ul style="list-style-type: none"> Mountains, valleys, rivers and coasts Processes that shape the landscape- Weathering, erosion, deposition and Transportation through ice and water - rivers, coasts and ice/glaciers Features - meander, waterfall, V shaped valley, U shaped valley River trip to Beeley Brook Case study – where is the longest river in the world, the largest lake, the highest waterfall? 	<p>Entry Pathway Students:</p> <ul style="list-style-type: none"> Investigating Africa and the UK. How we are connected to Africa? Food, phones, tourism, football, charity work <p>GCSE Students:</p> <ul style="list-style-type: none"> Start GCSE syllabus – People of the Planet <p>Cross curricular fieldwork skills – 2 days of collecting and writing up data linked to geography and science, using skills from maths, English and computing.</p>
History	The curriculum aims to develop pupils understanding and awareness of historical concepts and events through the use of real artefacts and local visits where appropriate.		
	9A	9A	9A

	<p><u>Slavery and Trade</u></p> <p>Part 1- Worldwide and Trans-Atlantic Slavery</p> <p>Research and Summarise and compare different historical examples of Slavery.</p> <p>Investigate the Transatlantic slave trade the 1600s-1800s- What was traded? How did the trade work? What were the experiences of the Slaves involved in the Slave trade? How did people of the time justify the Slave trade?</p> <p>Part 2- Our local cotton industries</p> <p>Learn about the local mills of Derwent Valley, who owned them? What was made in these mills? Who did they trade with?</p> <p>Link the Transatlantic slave-trade with local Mill owners that were involved in slave-trading and the cotton trade.</p> <p>How were our local mill owners involved in the abolition of Slavery.</p>	<p><u>World War 2</u></p> <p>Part 1- How and why was there a War?</p> <p>Create an overview of the who/what/where/when/why questions regarding World War 2. What questions do pupils have of this time?</p> <p>Use the above questions to generate some lines of enquiry that we will hope to answer as pupils are guided through the topic.</p> <p>Ensure that pupils know of the key broad historical figures and faces of this time.</p> <p>Look at Nazism as an ideology and how and why it became so popular</p> <p>Learn and write about some significant events of World War 2, based on the lines of enquiry along with some important British events that need to be covered including the Battle of Britain/Blitz, D-Day and the Holocaust.</p> <p>Part 2- The War for Deaf people</p> <p>Look at World War 2 from a Deaf point of view, observing and commenting on what life was like for deaf people who lives through the war in both Germany and Britain.</p>	<p><u>The aftermath of World War 2</u></p> <p>Part 1- How the War was ended</p> <p>Look at the problem of Japan in World War 2, their level of violence and threat to Asia and the USA, and why the USA felt the need to drop 2 nuclear bombs on Nagasaki and Hiroshima.</p> <p>Look at the knock-on effect of the dropping of nuclear bombs on international relations between 'The West' and 'Soviet Russia' looking at the ideological differences of Capitalism and Communism and differing ideas on Civil rights and equality.</p> <p>Part 2- The nuclear threat</p> <p>Consider the danger and ethics of Nuclear bombs and the concept of mutually assured destruction.</p> <p>Look at examples of nuclear tensions in the 20th Century such as the Cuban Missile Crisis in the 1960s within the context of an ideological stand-off between two enormous world powers.</p>
	<u>9B</u>	<u>9B</u>	<u>9B</u>

	<p><u>Slavery and Trade</u></p> <p>Part 1- Worldwide and Trans-Atlantic Slavery</p> <p>Place the slave trade in historical context along a BC and AD timeline.</p> <p>Learn about the word slavery and breaking down the words Trans-Atlantic and also the word abolition.</p> <p>Investigate the Transatlantic slave trade the 1600s-1800s- What was traded? How did the trade work? Look to write about the Slave trade using BSL communication and scaffolded sentences.</p> <p>Part 2- Our local cotton industries</p> <p>Learn about the local mills of Derwent Valley, who owned them? What was made in these mills? Who did they trade with?</p> <p>Link the Transatlantic slave-trade with local Mill owners that were involved in slave-trading and the cotton trade.</p> <p>How were our local mill owners involved in the abolition of Slavery.</p>	<p><u>World War 2</u></p> <p>Part 1- How and why was there a War?</p> <p>Place World War 2 in historical context along a 20th Century AD timeline.</p> <p>Create an overview of the who/what/where/when/why questions regarding World War 2.</p> <p>Ensure that pupils know of the key broad historical figures and faces of this time.</p> <p>Ensure pupils know the Nazis as a political party and help them identify how it became so popular</p> <p>Learn and write about some significant events of World War 2, including the Battle of Britain/Blitz, D-Day and the Holocaust.</p> <p>Part 2- The War for Deaf people</p> <p>Look at World War 2 from a Deaf point of view, observing and commenting on what life was like for deaf people who lives through the war in both Germany and Britain.</p>	<p><u>The aftermath of World War 2</u></p> <p>Part 1- How the War was ended</p> <p>Place the Cold War in context along an AD 20th Century timeline.</p> <p>Look at the problem of Japan in World War 2 and the dropping of nuclear bombs on Nagasaki and Hiroshima by the USA.</p> <p>Look at the 'Soviet Russia' and the ideological differences of Capitalism and Communism and differing ideas on Civil rights and equality.</p> <p>Part 2- The nuclear threat</p> <p>Identify the historic danger of mutually assured destruction.</p> <p>Look at examples of nuclear tensions in the 20th Century such as the Cuban Missile Crisis in the 1960s within the context of an ideological stand-off between two enormous world powers.</p>
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The curriculum aims to develop pupil's creative experiences, techniques and analytical skills. Pupils will learn about great artists and designers in order to develop their own skills.

Art & Design	Textured Clay Pinch pots <ul style="list-style-type: none"> • Create an artist research page about the artist Amy Brummond. • Create a page of textured pinch pots designs inspired by Amy Brummond in their sketchbook. • To use a clay slab and a variety of texture tools to explore texture. • Make three textured clay pinch pots. • To choose a surface finish of <i>watered-down Indian ink & watercolour</i> or <i>oil pastel</i>, <i>watered-down Indian ink & acrylic paint</i> to enhance the texture of three textured clay pinch pots. • Evaluate. 	Big Graffiti Faces <ul style="list-style-type: none"> • Learn about Graffiti, Street Art and Murals • Create an artist research page about the artist Phil Frost • Create a Textured Surface • To experiment with lettering and drawing on their concertina. • Create a double-page spread of compositions which show different canvas formats. The compositions should show where they plan to place the graffiti faces, various colour ideas, media choices and Graffiti-style words. Add annotations. • Make a Graffiti Face final work. • Evaluate 	Drawing a Freaky Collage Face <p>Create a collage of self in four different drawing techniques of</p> <ul style="list-style-type: none"> -Drawing with pencil. -Drawing in Ball Point Pen -Drawing with Coloured Pencil -Painting using acrylic paints <p>Evaluate</p>
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<p>The curriculum aims to develop pupils creative experiences using a range of textiles and techniques and analytical skills. Pupils will learn about great artists and textiles designers to develop their own skills. Pupils will study one of the following themes each term.</p>			
Textiles	Day of the Dead soft toy <ul style="list-style-type: none"> ▪ Complete Research & analysis page in workbook ▪ Learn the names and components on the sewing machine ▪ Learn how to thread the top and bottom of the machine ▪ Create two design ideas that meet the design brief (the Day of the Dead soft toy) ▪ Create a running stitch, over stitch and cross stitch by hand using thread, needle and calico ▪ Evaluate the stitches correctly ▪ Create a paper template of the Day of the Dead toy ▪ Understand the layering technique of applique and apply this to sample 	Seasons Woven Fabric <ul style="list-style-type: none"> ▪ Investigate how fabrics are constructed ▪ Look at how weaving has been used to create interesting decorative features by textile artists ▪ Design and make own woven landscape using texture and colour to add interest ▪ Evaluate work 	Graffiti pencil cases <ul style="list-style-type: none"> ▪ Create a Graffiti inspired Moodboard ▪ Create a Graffiti using a fun font ▪ Create a heat transfer print sample ▪ Create fabric samples with resist dye techniques ▪ Design a pencil case ▪ Make a pencil case decorated in Graffiti using the resist dye technique and the heat transfer technique ▪ Evaluate work

	<ul style="list-style-type: none"> ▪ Work accurately and efficiently on the textile product (the Day of the Deaf soft toy) ▪ Evaluate work 		
Food Technology	<p>The curriculum aims to build upon previous learning, to develop a wider range of culinary skills, learning to work independently and as part of a team to plan, make and evaluate dishes. Theory work will include food science and nutrition, with a focus on: why we cook food, food spoilage, contamination, micro-organisms and principles of safe handling and food storage.</p>		
	<p>1st Rotation Dishes made will include: Eaton Mess Pastries Pizza Pancakes for Shove Tuesday Group choice of a dish</p>		<p>2nd Rotation Chocolate Chip Muffins Stir-fry Egg Salad Mince pies Group choice of a dish</p>
Design & Technology	<p>The curriculum aims to develop pupil's creative design work and critical thinking skills alongside their practical skills using a variety of manufacturing techniques and processes. Theory related learning in Y9 covers key aspects of materials technology, project linked theory such as electronics and a range of drawing skills. Pupils will make a variety of projects throughout the year, which are split into two separate rotations.</p>		
	<p>9A Night Light – Manufacture a colour changing night light using a variety of woods, metals and plastics to learn and practise a variety of different manufacturing processes including soldering.</p> <p>Award trophy – design and model a trophy concept for a chosen activity using wire, Modroc and other modelling materials</p> <p>Cam toy – design and manufacture a powered toy which changes and transfers rotary to reciprocating or oscillating motion</p> <p>Bird box – design and manufacture a novelty bird house which appeals to children to encourage them to take in interest in nature and preservation.</p>		<p>9B Night Light – Manufacture a colour changing night light using a variety of woods, metals and plastics to learn and practise a variety of different manufacturing processes including soldering.</p> <p>Award trophy – design and model a trophy concept for a chosen activity using wire, Modroc and other modelling materials</p> <p>Cam toy – design and manufacture a powered toy which changes and transfers rotary to reciprocating or oscillating motion</p>

<p>Music</p>	<p>The curriculum aims to develop pupils knowledge of music, instruments and rhythm. Pupil’s have the opportunity to be involved in the school signing choir and also in school productions.</p>	
	<p><u>9A</u></p> <p><u>Half Term 1: Soundscapes and film music</u></p> <p>Pupils will perform a soundscape based around a filmic visual stimulus, responding to movement and looking to create a sonic atmosphere suitable to the stimuli</p> <p>Pupils will work together to create the sonic piece as described above, using aspects of in the moment improvisation to form and create a sonic score much like the Graphic scores they have studied before.</p> <p>Pupils will listen to examples of use of soundscaping and leitmotifs in music, and will be encouraged to comment on/read/interpret/map out the nature of what they see/hear/feel, commenting on what they like/don't like/or notice.</p> <p>Pupils will learn about how soundscape artists work to represent images with sound, referring to specific examples of sound artists and film composers.</p>	<p><u>9A</u></p> <p><u>Half term 4: Stomp and group improvisation/composition skills</u></p> <p>Pupils will perform developed group compositions based around movement, rhythm and structure, enlisting the use of group practice to refine and construct. Pupils will also look closer at the use layered rhythmic ideas, exploring the concept or rounds and structure.</p> <p>Pupils will develop creative musical ideas with high independence, direct eachother. They will also explore compositional ideas around rounds, layered rhythms, and call/response to develop a stucture composition.</p> <p>Pupils will watch and listen to performances by the performance group Stomp. They will explore and comment on what they think of this music and make comments on what they notice.</p> <p>Pupils will have been exposed to an unfamiliar group of performance musicians that mix dance and movement with musi c. Pupils will have also been given further exposure to ideas around how to structure and expand musical pieces with a sense of narrative.</p>
	<p><u>9B</u></p> <p><u>Half term 2: Steel pans and the world of percussion</u></p> <p>Pupils will return to/revisit the work they did on the Steel pans last year. They will practice musical parts to increate flow and accuracy and begin to explore other percussive instruments both tuned and untuned, focusing on both learning parts individually and layering parts together through interpretation of both traditional and non-traditional notations.</p>	<p><u>9B</u></p> <p><u>Half term 5: Stomp and chair drumming</u></p> <p>Pupils will perform developed group compositions based around movement, rhythm and structure, enlisting the use of group practice to refine and construct. Pupils will also look closer at developing rhythmic dexterity skills, using chairs and drumsticks as basis for creating specific rhythms.</p> <p>Pupils will develop creative musical ideas with high independence, direct each-other and accepting ideas. They will also explore compositional ideas around creating and writing down specific rhythmic parts, both in traditional and non-traditional ways.</p>

	<p>Pupils will seek to compose and perform a composition of their own for a tuned and/or untuned musical instrument that they will seek to perform an practice</p> <p>Pupils will listen to/watch a live steel pan performance, commenting on what they notice about it, draeing it's dynamic and tempo content, and linking it to certain words= (loud/quiet/fast/slow)</p> <p>Pupils will revisit and learn more about tuned and un-tuned percussion and will be shown examples of people that use percussion including an exploration of the deaf role model example of Evelyn Glennie</p>	<p>Pupils will watch and listen to performances by the performance group Stomp. They will explore and comment on what they think of this music and make comments on what they notice.</p> <p>Pupils will have been exposed to an unfamiliar group of performance musicians that mix dance and movement with music.</p>	
Drama	<p>The Curriculum aims to develop pupils' performance skills and confidence through creative group work based on a mix of dramatic and musical concepts.</p>		
	<p>Stomp</p> <ul style="list-style-type: none"> ▪ Devising a collaborative performance piece using everyday objects. ▪ Performing to a camera. ▪ Peer and self-evaluating performances. 	<p>Musical Theatre</p> <ul style="list-style-type: none"> ▪ Learning background information about Musicals. ▪ Formally presenting prepared information to a camera. 	<p>Scary movies/Scary Music</p> <ul style="list-style-type: none"> ▪ Improvising and preparing a short dramatic piece depicting a haunted room. ▪ Adding and incorporating sound effects to create a soundscape.
	<p>The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.</p>		

Physical Education (PE)	<p>Cycling</p> <ul style="list-style-type: none"> Consolidate knowledge and understanding in the essential bike skills – brakes, observing the terrain which your cycling on , gears, balance, riding out of the saddle and cornering <p>Basketball</p> <ul style="list-style-type: none"> Consolidate knowledge and understanding in the essential kills – Offensive - Dribbling, passing and receiving, shooting, rebounding. Defensive – blocking, stealing, marking and rebounding <p>Football</p> <ul style="list-style-type: none"> Consolidate knowledge and understanding in the essential kills – Passing and receiving, shooting, dribbling, touch and ball control 	<p>Trampolining</p> <ul style="list-style-type: none"> Consolidate knowledge and understanding in the essential skills – balance, strength, flexibility and coordination will be taught through basic twists, basic seat landings, basic back landings and basic front landings <p>Dance</p> <ul style="list-style-type: none"> Develop and refine knowledge and understanding in the essential physical, expressive and technical skills – balance, coordination, flexibility, strength, control and action, dynamic and spatial awareness, facial expression, mood and feeling <p>Tennis</p> <ul style="list-style-type: none"> Consolidate knowledge and understanding in the essential skills – serve, return, forehand, backhand, volley, overhead and footwork 	<p>Athletics</p> <ul style="list-style-type: none"> Consolidate knowledge and understanding in the essential skills – track and field events – throwing for distance (strength), jumping for distance (flexibility)running for time (speed and endurance) <p>Cricket</p> <ul style="list-style-type: none"> Consolidate and understanding in the essential skills – batting, bowling, fielding, throwing and catching
Citizenship	<p>Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.</p>		

	<p>How is the UK governed?</p> <ul style="list-style-type: none"> ▪ How is the country run? What does the civil service do? What are the differences between local, regional and national governance? ▪ How does the UK political system compare to other systems? ▪ What are the differences between the UK and US political systems? How is the UK governed? <p>Are people treated equally in UK society?</p> <ul style="list-style-type: none"> ▪ What is the Equality Act 2010? ▪ What is discrimination and prejudice? ▪ What are the effects of discrimination on individuals and groups in society? ▪ Why do we need laws on equality in the UK? ▪ How far have we made progress on equality in the UK? ▪ What can we do to create a fairer society? 	<p>Why do people move around the world?</p> <ul style="list-style-type: none"> ▪ Why do people migrate? ▪ What is the relationship between climate change and migration? ▪ Is the conflict in Syria a children's rights issue? ▪ What support is available for migrants? ▪ Should migration be controlled? ▪ How does migration affects communities? <p>How can we manage money well?</p> <ul style="list-style-type: none"> ▪ What is the best way to look after money? ▪ How can we pay for things? ▪ What are the implications of borrowing money? ▪ How can we keep track of our money? ▪ Where can we save money? ▪ What are our rights as consumers? 	<p>How can young people play an active role in democracy?)</p> <ul style="list-style-type: none"> ▪ How can we contribute to school decision-making? ▪ How can we engage in local democracy? ▪ Should the voting age be reformed? ▪ How can we influence those in power using democratic processes? ▪ How can we make change happen? ▪ Should young people have the right to stand in local elections? <p>School Enterprise Project</p> <ul style="list-style-type: none"> ▪ Pupils supported to be social entrepreneurs, fundraisers, campaigners and volunteers for charities and good causes ▪ Use skill, imagination and peers to develop mini charity projects to benefit the wider community ▪ Organise a stall for Open Day ▪ Work within a theme and budget ▪ Create advertising materials ▪ Communicate with others ▪ Develop an understanding of buying and selling
	<p>Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.</p>		

Careers Education Information & Guidance	Setting goals <ul style="list-style-type: none"> ▪ Transferable skills, abilities and interests ▪ How to demonstrate strengths ▪ Different types of employment and career pathways ▪ How to manage feelings relating to future employment ▪ How to work towards aspirations and set meaningful, realistic goals for the future ▪ GCSE and post-16 options ▪ Skills for decision making 		Employability skills <ul style="list-style-type: none"> ▪ Young people’s employment rights and responsibilities ▪ Skills for enterprise and employability ▪ How to give and act upon constructive feedback ▪ How to manage their ‘personal brand’ online ▪ Habits and strategies to support progress ▪ How to identify and access support for concerns relating to life online
Religious Education (RE)	<p>The RE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.</p>		
	<p><i>Should happiness be the purpose of life?</i> <i>What is Buddhism?</i></p> <ul style="list-style-type: none"> ▪ Understand the teachings of The Buddha. ▪ What makes us happy? ▪ Who was Siddhartha ▪ Gotoma? ▪ Exploration of the beliefs and practices of Buddhist people. ▪ What is The Eight Fold Path? ▪ What are the Four Noble Truths? 	<p><i>What is Buddhism today?</i></p> <ul style="list-style-type: none"> ▪ Explore Buddhist worship today for Buddhist people. ▪ Explore different Buddhist places of worship around the world. ▪ What is a Buddhist Temple? ▪ Case study of The Tara Kadampa Buddhist Centre Etwal Derbyshire ▪ What are Buddhist symbols? ▪ What is a Mandala? ▪ What is Zen Buddhism? ▪ Explore and create a Buddhist Zen Garden ▪ Tibetan Prayer Flags ▪ Explore stress reducing yoga 	<p><i>How do we decide what is right and wrong?</i> <i>Is death the end does it matter?</i></p> <ul style="list-style-type: none"> ▪ Explain the difference between absolute and relative morality ▪ Explain the link between what people believe and how they behave ▪ Explain how a person’s religious beliefs affect their ethical views and actions <p>Abortion</p> <ul style="list-style-type: none"> ▪ What is Abortion? ▪ Christian and Muslim view? Different view? ▪ Your view? Why? ▪ Case studies ▪ Identify challenges of following a moral code <p>Euthanasia</p> <ul style="list-style-type: none"> ▪ What is Euthanasia? <p>Capital Punishment</p> <ul style="list-style-type: none"> ▪ What is Capital Punishment? ▪ Christian and Muslim view? Different view? ▪ Your view? Why? Case Studies.

PSHE/Wellbeing

PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

- Peer influence, substance use and gangs**
- How to distinguish between healthy and unhealthy friendships
 - How to assess risk and manage influences, including online
 - About 'group think' and how it affects behaviour
 - How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively
 - To manage risk in relation to gangs
 - About the legal and physical risks of carrying a knife
 - World Mental Health Day (10/10/24)
 - Anti-Bullying Week (11/11/24 – 15/11/24)
 - Audiology

- Respectful relationships**
- Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
 - Positive relationships in the home and ways to reduce homelessness amongst young people
 - Conflict and its causes in different contexts, e.g. with family and friends
 - Conflict resolution strategies
 - How to manage relationship and family changes, including relationship breakdown, separation and divorce
 - How to access support services
- Healthy Lifestyle**
- The relationship between physical and mental health
 - Balancing work, leisure, exercise and sleep
 - How to make informed healthy eating choices
 - How to manage influences on body image
 - How to make independent health choices
 - Take increased responsibility for physical health, including testicular self-examination and breast self-examination

- Intimate Relationships**
- Readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
 - Myths and misconceptions relating to consent
 - The continuous right to withdraw consent and capacity to consent
 - STIs, effective use of condoms and negotiating safer sex
 - The consequences of unprotected sex, including pregnancy
 - How the portrayal of relationships in the media and pornography might affect expectations
 - How to assess and manage risks of sending, sharing or passing on sexual images
 - How to secure personal information online