

| Year 9 curriculum and assessment map (autumn and spring) | | | | | | | | | | | | | | | | |
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| Term | English | Maths | Science | History | Geography | Religious Education | French | Spanish | Latin | Bengali | Art | Drama | Technology (Food and D.T rotate after Autumn 2) | Computing | Music | PE |
| Autumn 1 curriculum | Purple Hibiscus | Ratio Ratio & fractions Recurring decimals & fractions | Biology: Cell Biology Chemistry: Atomic structure Physics: Energy | WWI 1. Mid-point written assessment 2. End of topic test: multiple choice questions, short answer questions and essay question | The Middle East | What difference do beliefs make? | Free time Tenses: present and passé compose | Describing personal appearance and personality | Manipulate the nominative, accusative, singular and plural endings of nouns. Use verb endings to know if sentences are singular or plural. | Introduction to Bengali letters and alphabet | Applying the formal elements of art by exploring natural forms | Verbatim Theatre | Food: Health and Safety in the kitchen Food Poisoning and Pathogenic Bacteria Hazards in the kitchen The role of the EHO D.T: Health and Safety in the workshop recap Identifying different joints for fixings of timber | Python | Scales and Improvisation How to build scales using tones and semitones. To improvise using scales. To use triads to find target notes that will guide their improvisation | Mixed: Pupils will participate in 6 weeks of various sports, for example, bench ball, dodgeball and handball |
| | | | | | | | | | | | | | | | | Boys: Pupils will participate in 6 weeks of various sports, for example, bench ball, dodgeball and handball |
| | | | | | | | | | | | | | | | | Girls: Pupils participated in kayaking lessons across the space of the 6 week term . |
| Autumn 1 assessment | Extract based essay | Autumn 1 | 1x formative feedback sheet (biology) 60 mark assessment (20 marks per science) | WWI | Extended written answer End of topic test | Written Response | Listening Reading and translation Grammar, Translation and Writing 40/90 word | Reading Comprehension Writing and Translation into English | 'pastor et leo,' translation. | Writing assessment on Bengali alphabet – recognising letters in individual words and writing key letters | Baseline still life using line and tone A3 – 2B pencil | Research and presentation skills Devised theatre Written- Power-point Monologue ideas | Food: Practical Assessment: Bread making (Pizza) Written: The role of the EHO D.T: Level assessed Tasks – 40 minutes | In lesson formative feedback: Python | Performance-based Assessment of Functional Keyboard Skills | Teacher assessment of fundamental skills along with being respectful and reflective |
| Autumn 2 curriculum | Purple Hibiscus, including creative writing | Ordering, rounding, estimation revision Operations revision Standard form Error intervals Indices Surds | Biology: Cell Biology Chemistry: Atomic structure Physics: Energy | 1. Mid-point written assessment 2. End of topic test: multiple choice questions, short answer questions and essay question | Weather and Climate | What difference do beliefs make? | Where I live | Types of technology | Revision of comprehension technique Nominative, accusative and dative case. Recognise dative verbs. | Use of vowels with consonants – signs | Applying the formal elements of art by exploring natural forms | Unit 2 – Heroes vs Villains Creating a character – via different theatrical elements – costume/performance/sculpture/script discovering how to use music to build tension, how to use proxemics to build tension,- how to experiment with vocal tone and movement to develop characterisation | Food: The Eatwell Guide Functions of nutrients in food; Macronutrients (Fats, Proteins, Carbohydrates) Micronutrients (Vitamins, Minerals) Characteristics of unsatisfactory nutritional intake Special Diets, Food Allergies and Intolerances Nutrient deficiency diseases D.T: Wood working joints | Python | Jazz To play a traditional jazz standard To use aural skills to identify, describe and explain key features of traditional jazz standards | Mixed; Fitness/Netball/Basketball (dependent on which mixed set pupils are in). Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situations. Within fitness pupils will look at diet/health etc that will impact them daily |
| | | | | | | | | | | | | | | | | Boys: Football/Basketball Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situations |
| | | | | | | | | | | | | | | | | Girls: Basketball/Fitness Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situations. Within fitness pupils will look at diet/health etc that will impact them daily |

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| Autumn 2 assessment | Extract based essay | Autumn 1 & 2 | 1x formative feedback sheet (chemistry) 60 mark assessment (20 marks per science) | 1. Mid-point written assessment 2. End of topic test: multiple choice questions, short answer questions and essay question | Extended written piece End of topic test (Middle East, Weather/ Climate) | End of unit test | Listening Reading Grammar, Translation and Writing 40/90 word | Listening and Reading 90 word writing about technology | 'in palaestra,' comprehension | Writing assessment on use of vowels | Mixed-media drawing task Ink and Mark-making | Development of performance skills (foreshadowing, cross-cutting, dramatic climax and accent) Whole year competition – creation of Superhero/Villain-using one theatrical element (costume/script/performance/sculpture) Written- Writing scripts for Radio Role on the Wall | <u>Food:</u> Practical Assessment : Designing for a need (Freestyle Designs) Written assessment: All topics covered <u>D.T:</u> Practical Assessment- Making a base Checking on use of correct hand tools Marking out Health and safety | Written test: Python | Written Appraisal Assessment Listening Test | Teacher assessment of fundamental skills along with being respectful and reflective. Target setting and getting |
| Spring 1 curriculum | Character and Voice Poetry | Shape properties Construction Angles revision Bearings Pythagoras' theorem Trigonometry | Biology: Cell Biology and Organisation of cells Chemistry: Structure and bonding Physics: Energy | The Holocaust 1. Mid-point written assessment 2. End of topic test: multiple choice questions, short answer questions and essay question | Sustainable Living | Living Biblically | At school | Free-time and hobbies | Noun and verb endings Familiarity with comparatives, translate appropriately. | Consistently intertwining vowels and consonants in writing | Applying the colour theory to painting with acrylic | <i>Seven Deadly Sins</i> Development of performance skills (foreshadowing, cross-cutting, dramatic climax and accent) Whole year competition – creation of Superhero/Villain-using one theatrical element (costume/script/performance/sculpture) Written- Writing scripts for Radio Role on the Wall | <u>Food:</u> Health and Safety in the kitchen Food Poisoning and Pathogenic Bacteria Hazards in the kitchen The role of the EHO <u>D.T:</u> Health and Safety in the workshop recap Identifying different joints for fixings of timber | Creating Websites | Reggae To use aural skills to identify, describe and explain features of Reggae music. To play rhythms off-beat. Continue to improve playing as part of a group | Mixed: Football/Fitness/Badminton/Table Tennis. (Dependent on which mixed set pupils are in). Within fitness pupils will look at diet/health etc that will impact them daily. Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situation. Boys: Gymnastics/Fitness: Gymnastics pupils will develop performance skills and techniques further in order to develop confidence. Within fitness pupils will look at diet/health etc that will impact them daily. Girls: Football/Gymnastics Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situations. Within Gymnastics pupils will develop performance skills and techniques further in order to develop confidence |
| Spring 1 assessment | Essay comparing two poems | 20% Autumn 1 & 2 80% Spring 1 | 1x formative feedback sheet (physics) 60 mark assessment (20 marks per science) | The Holocaust | Extended written piece End of half-term test (Weather/ Climate, sustainable living) | Written Response | Listening, Reading + translation Grammar, Translation and Writing 90 word | Listening and Reading | 'in culina,' translation | Writing assessment translating words from English to Bengali | Applying the colour theory through painting a still life of fruit. | <i>Seven Deadly Sins</i> | <u>Food:</u> Practical Assessment: Bread making (Pizza) Written: The role of the EHO <u>D.T:</u> Level assessed Tasks – 40 minutes | In lesson formative feedback: Creating websites | Performance-based assessment | Teacher assessment of fundamental skills along with being respectful and reflective. Target setting and getting |

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| Spring 2 curriculum | Jane Eyre | Linear sequences Non-linear sequences Coordinates revision Linear graphs revision Y=mx+c Parallel lines Perpendicular lines | Biology: Organisation Chemistry: Structure and bonding Physics: Electricity | The 1971 Bangladeshi War of Independence The 1971 Bangladeshi War of Independence | Antarctica | Living Biblically | TV, cinema, music, technology Revision of tenses | Sports & food | Confidence with all person verb endings Noun endings | Read and write Bengali paragraphs confidently | Using a sketchbook for research and planning a final creative artwork | Genres Melodrama, documentary, horror, naturalism and comedy Genres Melodrama, documentary, horror, naturalism and comedy | <u>Food:</u> The Eatwell Guide Functions of nutrients in food; Macronutrients (Fats, Proteins, Carbohydrates) Micronutrients (Vitamins, Minerals) Characteristics of unsatisfactory nutritional intake Special Diets, Food Allergies and Intolerances Nutrient deficiency diseases <u>D.T:</u> Health and Safety in the workshop recap Identifying different joints for fixings of timber | Creating Websites | Working Musicians To continue developing performance skills when working as a group. To set appropriate targets to work towards a deadline | Mixed: Football/Badminton/Fitness/Athletics: are in). Within fitness pupils will look at diet/health etc that will impact them daily. Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situation. Within athletics pupils will build upon previous skills as well as learning new techniques within a variety of sports Boys: Badminton/table tennis: Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situation. Within athletics Girls: Dance/Netball: Pupils will build upon prior learning regarding fundamental skills and start to understand and master gameplay tactics and how to effectively work well in various situations. Within dance pupils will look at more advanced choreographic skills and where best to use them |
| Spring 2 assessment | Extract based essay | 20% Autumn 2 & Spring 1 80% Spring 2 | 1x formative feedback sheet (biology) 60 mark assessment (20 marks per science) | 1. Mid-point written assessment 2. End of topic test: multiple choice questions, short answer questions and essay question | Extended written piece End of term test (Sustainable living, Antarctica) | End of unit test | Listening, Reading + translation Grammar, Translation and Writing 90 word | Translation into English Translation into Spanish | 'finis,' translation | Writing assessment formulating Bengali sentences | Research task, exploring Sonia Delaunay Evaluation and analysis using the language of art, craft and design. | Devise and perform a script in the appropriate style studied | <u>Food:</u> Practical Assessment : Designing for a need (Freestyle Designs) Written assessment: All topics covered <u>DT:</u> Level assessed Tasks – 40 minutes | Written test: Creating websites | Final Performance Assessment Playing in time together as a group Technique Accuracy | Teacher assessment of fundamental skills along with being respectful and reflective. Target setting and getting |