# CURRICULUM MAP OF TOPICS STUDIED IN YEAR 9

**YEAR 9**

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| English | Short story unit | Food for Thought unit | Gothic literature | Gothic literature | Writing workshops | Speaking and listening |
| Maths | Indices & standard form. Expressions & formulae | Dealing with data. Multiplicative reasoning. | Constructions. SEquences, inequalities & proportion. | Circles, pythagoras & prisms. Graphs. | Probability. GCSE Unit 1. | Revision for baseline assessment |
| Physics | Energy stores and sources | National grid and renewable energy | Energy transfer by heating | Calculations involving energy, efficiency and power | States of matter | Changes in state |
| Chemistry | Atomic Structure | The periodic table | Ionic bonding | Metallic bonding | Covalent bonding | Chemical changes |
| Biology | Cells | Cell division | Digestion | Blood | Transport systems | Non communicable disease |
| French | My world | Future plans | Making comparisons: past and present | The Environment | The French speaking world | Cultural project |
| German | Role models | Music | Ambitions | Making comparisons: past and present | Rights and Obligations | Cultural project |
| Spanish | Free time | Careers | Health & Fitness | Rights of the child | Madrid | Cultural project |
| DofE/languages | A small number of students in year 9 work towards their Bronze Duke of Edinburgh award with the MFL department. Within this they undertake skills development where they learn conversational Spanish, Phyical actvities where students work with Maidenhead Magpies, Volunteering where students work on a community project with Aik Sath and undertake an epedition. | | | | | |
| History | How far did the Industrial Revolution improve the lives of the working class? Did the position of LGBTQ+ communities improve between 1885 and 2021? | Who are the heroes of British democracy? | What do primary sources reveal to us about life in the trenches? | Why were people so afraid of communism? | What was the Holocaust? | How have Black Britons fought for change in the UK? |
| Geography | Weather and Climate | World Biomes | Climate Change | Climate Change | Globalisation | Sustainability and Geographical Skills |
| Computer Science | Number Systems | How Computers Store Information | Programming in Python (In Space!) | Stop Motion Animation Project | Stop Motion Animation Project | Programming in Python (Ciphers) |
| Art | Turn up , speak up and show off! ( Banner/ Poster design) | | Extinction rebellion (Animal Graffiti ) | | Read my face (Activist Portraits) | |
| Drama | John Godber | Theatre Practitioners (Brecth, Stanislavski, Artuad) | Hamilton the Musical | Realising a Script: Hansel and Gretel by Kneehigh | Narrative Music Video | |
| Music | Keyboard skills 3 | Remixes (Music Technology) | Musical Theatre | Film Music | Music for occassions | Band Project 2 |

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| Technology | Textiles: Day of the Dead cushion** | | Resistant Materials; 3 Mini projects: CAD and CAM Lamp, Polymer phone holder and Architecture model** | | Multicultural Foods and food science** | |
| PR | Christian practices | Buddhist practices | Judaism | Evil and suffering, and persecution | Religion in the modern world | Religion and ethics |
| PSHE | Drug education | Physical wellbeing | Careers education | Human rights | Finance education | Relationships and sex education |
| PE | Rugby, Hockey, Netball | Football, Hockey, Netball | Volleyball, Handball, Fitness, Table Tennis, Orienteering | Volleyball, Handball, Fitness, Table Tennis, Orienteering | Athletics, Basketball, Cricket, Rounders, Softabll, Tennis groups rotate over 2 terms. | Athletics, Basketball, Cricket, Rounders, Softabll, Tennis groups rotate over 2 terms. |

**students rotate each term through the projects