

### Year Nine Curriculum Overview

| Subject | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---------|--|---|--|--|--|---|
| English | <p><b>SPaG intervention</b></p> <p>Begin with an initial assessment to identify each student's proficiency and areas for improvement. The first two weeks should concentrate on reinforcing essential spelling rules and patterns, utilising multisensory activities and visual aids. Weeks three and four should focus on punctuation, incorporating interactive games and practical exercises to ensure correct usage. The final two weeks will address advanced grammar structures, engaging students with hands-on activities and real-world applications.</p> | <p><b>Newspapers and the Media</b></p> <p>Begin with an introductory week focusing on the basics of newspapers and media, including their purpose and various types, using visual aids and interactive discussions. The second and third weeks should concentrate on analysing news articles, identifying key elements such as headlines, bylines, and main content, with hands-on activities like creating simple news stories. In week four, explore different media formats, including print, digital, and broadcast, through multimedia resources and practical exercises. Week five should delve into media bias and the importance of critical thinking, facilitating discussions and activities that help students distinguish between fact and opinion. The final week will be dedicated to</p> | <p><b>Kick</b></p> <p>Start with the first week introducing the novel, its author, and main themes through interactive discussions and visual aids to engage students. The second and third weeks should concentrate on plot development and key events, using multimedia resources, guided reading sessions, and story mapping to aid comprehension. In week four, focus on character analysis, encouraging students to explore the motivations and growth of the main characters through creative activities like drawing, role-playing, or writing character diaries. Week five should delve into the themes of ambition, determination, and social justice, facilitating discussions and reflective exercises to help students connect personally with the material. The final week will be dedicated to review and assessment, incorporating both</p> | <p><b>Stone Cold</b></p> <p>Begin with the first week dedicated to introducing the novel, its author, and the themes of homelessness and social issues through interactive discussions and visual aids to stimulate interest. The second and third weeks should focus on plot development and key events, utilising multimedia resources, guided reading sessions, and story mapping to aid comprehension. In week four, emphasize character analysis, encouraging students to explore the motivations and experiences of the main characters through creative activities such as role-playing or writing character journals. Week five should delve into the themes of survival, justice, and empathy, fostering discussions and reflective exercises to encourage personal connections with the material. The final week</p> | <p><b>Theme park</b></p> <p>Start with an introductory week focusing on the concept of theme parks, their history, and different types, using interactive discussions and visual aids to capture students' interest. The second and third weeks should explore the design and attractions of theme parks worldwide, incorporating multimedia resources, virtual tours, and model-building activities to enhance comprehension. In week four, delve into the operations and management of theme parks, employing practical exercises and role-playing scenarios to illustrate real-world applications. Week five should emphasise the theme park industry's impact on tourism and local economies, encouraging discussions and reflective exercises to deepen understanding. The final week will be dedicated</p> | <p><b>Macbeth</b></p> <p>Begin with an introductory week focusing on introducing the play, its author, and the historical context of Shakespeare's time through interactive discussions and simplified summaries. The second and third weeks should delve into the plot development and key scenes, using multimedia resources, guided reading sessions, and role-playing activities to aid comprehension. In week four, concentrate on character analysis, encouraging students to explore the motivations and relationships of the main characters through creative activities like drawing, writing character diaries, or small group discussions. Week five should explore the themes of ambition, power, and morality, using discussions and reflective exercises to help students connect</p> |

|         |   |  |  |   |   |  |
|---------|---|--|--|---|---|--|
|         |   | review and assessment, incorporating both formative and summative methods to evaluate students' understanding and progress.  | formative and summative methods to evaluate students' understanding and progress.  | will be dedicated to review and assessment, incorporating both formative and summative methods to evaluate students' understanding and progress.            | to review and assessment, using both formative and summative methods to evaluate students' grasp of the subject matter.   | personally with the material. The final week will be dedicated to review and assessment, incorporating both formative and summative methods to evaluate students' understanding and progress.                      |
| Maths   | <b>Calendar and time</b><br><br>This term, we will be working on ordering the week's days and displaying time on an analog and digital clock. We will also be looking at common events and what time of year they happen. | <b>Calendar and time</b><br><br>Its time to look at the different seasons as well as the months and their order. We will be taking a deeper look at telling the time and learning about the number of seconds, minutes, hours, days and months in different units. | <b>Calendar and time</b><br><br>Time to look at problem solving, days in a leap year, roman numerals and adding periods of time.                                     | <b>Measures</b><br><br>This term we will be looking at what units of measure are used for measuring different things. We will also be measuring to a        | <b>Measures</b><br><br>Its time to test our knowledge on which unit is a suitable unit of measure in different instances. We will also be drawing and measuring using a ruler as well as estimating weight and capacity of an item. | <b>Measures</b><br><br>Now we will be looking at what we use to measure different things and demonstrating that we can take accurate readings. We will also be adding, subtracting and converting different units. |
| Science | <b>Chemistry – Materials &amp; Recycling</b><br><br>Materials. Recycling. Metals, non-metals, polymers.   | <b>Physics – Motion &amp; Pressure</b><br><br>Speed and stopping distances. Braking distance. Acceleration. Speed/time graphs.   | <b>Physics – Waves</b><br><br>Waves. Different types of waves. Properties of waves. Wave measurement. Electromagnetic spectrum.                                      | <b>Biology – Inheritance &amp; Evolution</b><br><br>Photosynthesis, Adaptation, food chains. Competition, Biodiversity. Genetic material                    | <b>Biology – Ecosystems &amp; Interdependence</b><br><br>Interdependence. Factors affecting photosynthesis. Carbon cycle. Pollution.  | <b>Chemistry – Acids &amp; Alkalis</b><br><br>Reactions with acids. Neutralization. Ph scale. Rate of reactions. Energy transfers. Reaction profiles.  |
| PE      | <b>Football (Coach)</b><br><br>Pupils will build upon and develop the basic skills of football including passing dribbling and shooting. Previously, pupils have  | <b>Basketball (Coach)</b><br><br>Pupils will build upon and develop the basic skills of basketball including passing, dribbling and shooting. Pupils will be coaching  | <b>Fitness</b><br><br>Pupils will continue to build on their knowledge of the components of fitness, fitness tests and will be able to provide appropriate examples. | <b>Table Tennis (Coach) / Badminton (Official)</b><br><br>Pupils will be either introduced to badminton or build upon and develop the basic skills of table | <b>Athletics</b><br><br>Pupils will continue to develop their understanding of the techniques for various athletic events. These  | <b>Cricket/Rounders (Coach)</b><br><br>Pupils will continue to build upon and develop the basic skills of cricket including catching, throwing, bowling,   |

|            |   |   |  |  |   |   |
|------------|---|---|--|--|---|---|
|            | <p>had experience in roles as both a performer and an official. Pupils will coach their peers to develop their techniques in various football skills. Students will start to consider the properties of a good leader and will recognise these qualities in themselves and what they achieve. The theory will involve identifying the skills and qualities of an effective leader or coach.</p> | <p>their peers to help them develop their techniques in various basketball skills. Students will embed their knowledge of what makes a good leader and continue to recognise these qualities in themselves. The theory will involve identifying the skills and qualities of an effective leader or coach.</p> | <p>Pupils will learn about different training zones and the types of training that they can do. Students will do their initial fitness tests and then spend each week participating in fitness sessions based on the different methods of training. Students will revisit the test at the end of the half term and reflect on their results. The theory aspect will involve the development of terminology related to diet and how diet can be specialised for sports performance. This links to Home Cooking.</p> | <p>tennis. They will be focusing on the techniques of the skills and will be undertaking the role of a coach in order to help their peers develop. Pupils will have the opportunity to increase their confidence and communications skills dependent on which sport. Pupils will have the opportunity to both compete within their class group to help improve their social skills.</p>  | <p>include: 100m sprint, 1500m, foam javelin, tennis ball throw, long jump, triple jump etc. Pupils will record their results and be able to compare this data to that of their results from the previous year. This will help to demonstrate their progress and increase their confidence. It also enables students to identify their own strengths and areas for improvement.</p> | <p>batting and fielding. They will be focusing on the techniques of the skills and will be undertaking the role of a coach in order to help their peers develop. Pupils will have the opportunity to increase their confidence and communications skills dependent on which sport. Pupils will have the opportunity to both compete within their class group to help improve their social skills.</p>             |
| Humanities | <p><b>The Franklin Expedition.</b></p> <p>The students will revisit and further embed the skills they learned and practiced in Year 8. This enquiry which will also gradually bring in some higher order thinking skills. They will complete an examination of the expedition of Sir John Franklin. They will focus especially on the key areas of significance, continuity and change.</p>     | <p><b>The Industrial Revolution.</b></p> <p>In this study looking at Britain during the industrial revolution from 1750-1900 the students will demonstrate, specifically, the A03 National Curriculum skill. which shows they understand how historiography can change over time and relatively quickly.</p>  | <p><b>Climate Change.</b></p> <p>By examining the effects of climate change on a local and global scale the students will begin to use a new set of skills to bolster those already gained. They will become familiar with temperature graphs, predicted climate charts in addition to a range of primary and secondary sources of various kinds.</p>  | <p><b>The British Empire.</b></p> <p>In examining an emotive topic such as The British Empire the students will encounter a range of more challenging themes and topics. They will learn how to understand some great ways in which world views have changed and continue to do so. They will also look at the way in which the past can affect the present, in this case the ways that British colonialism continues to affect attitudes and perceptions of the UK today.</p> | <p><b>National Parks/The Norfolk Broads.</b></p> <p>Through a case study of the Norfolk Broads National Park the students will assess the social, economic and environmental costs as well as benefits of tourism. They will also investigate aspects of sustainability and its implications for the management of the park in the future.</p>                                      | <p><b>The Battle of Little Bighorn.</b></p> <p>Bringing together the skills they have accrued this year the students will examine, in depth, the events surrounding the Battle of Little Bighorn and the death of Custer. They will be expected to attribute blame, consider primary and secondary sources, reach their own substantiated conclusions and show understanding of an alternative point of view.</p> |

|   |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
| <p>PD</p> <p><i>This will be updated in September 2024 to reflect the use of Jigsaw</i></p> | <p><b>Personal Development 1</b></p> <p>Students will explore the different types of family, conflict resolution, divorce. They will revisit consent through the consequences of unprotected sex (pregnancy and STIs), sex and masturbation and pornography.</p> | <p><b>Personal Development 2</b></p> <p>Students will explore the values of kindness, tolerance, integrity, respect, compassion and honesty through learning about Sikhism and their belief that actions are important. Reference will be made to the Guru Nanak Gurburab festival. Students will seek to find ways in which they can apply the values to Sunrise.</p> <p>Students will also explore Post 16 options, linked to 'Into Adulthood Plans' and Sunrise KS4 Pathways.</p> | <p><b>Personal Development 3</b></p> <p>Students will explore safety in relation to homelessness, anti-social behaviour, gangs knife crime, county lines and drugs and the law.</p> | <p><b>Personal Development 4</b></p> <p>Students will investigate the national identity of the British. They think about what it means to be British and the meaning of patriotism. They will explore the 5 core British Values, human rights and the criminal justice system, in particular how the law deals with young offenders.</p> <p>They will also explore Islam as part of the wider British population and explore Eid.</p> | <p><b>Personal Development 5</b></p> <p>Students will explore healthy alternatives to the activities learned in the previous term, such as hobbies for positive mental health. They will explore body image; similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation. They will explore healthy balanced lifestyles.</p> | <p><b>Personal Development 6</b></p> <p>The focus will be on human rights, they will further explore the influence of drugs and alcohol on decision-making within relationships and social situations. They also look at how to manage the breakdown of a relationship (including its digital legacy/ safety). They will relate which rights any digital fallout might be affected.</p> <p>They will also explore how basic first aid could keep them safe, including workplace safety, linking to employability skills CV building based on the skills they have gained in their first 3 years at Sunrise – CPR and any skills they have learned through their PD Programme so far. They will be introduced to the concept of interviews, ready for Year 11 and college applications.</p> |
|---|--|--|---|---|---|--|

|                 |  |  |  |   |  |   |
|-----------------|--|--|--|---|--|---|
| Food Technology | <b>Food safety</b><br>Pupils will learn what cross contamination is and how to prevent it. They will learn how to store different types of food safely. They will secure and demonstrate the principles of food hygiene and safety in a range of situations. | <b>Food packaging and labeling</b><br>Pupils will broaden their knowledge by learning to read and interpret information on packaging. They will learn how to make healthy decisions. They will learn about different dietary requirements and how to substitute ingredients to be suitable for different dietary requirements. | <b>Dietary needs</b><br>During this half term pupils will learn how to make a wide range of meals that suit differing dietary requirements. They will investigate and discuss new food trends. They will learn how to list explain the dietary needs throughout the life stages. They will also apply knowledge and skills learned in the previous two units from year nine. |   | <b>Staple foods</b><br>Pupils will recap the key nutrients and the reasons for needing them as part of the diet. Pupils will learn about seasonal food and will cook a range of recipes using seasonal products. This may include ingredients that they have grown themselves in gardening lessons – this is an important cross curricular link. They will learn about quality assurance and what checks need to be in place for this process. |   |
| NCFE Computing  | <b>Being Safe and Responsible online</b><br>Students will gain an understanding of how to keep safe online and why.  | <b>Digital Communication Part 1&amp; 2</b><br>Students will understand the difference to formal and informal communication whilst looking at various methods of communication. Students will continue the communication unit and explore their own digital footprint.  | <b>Transacting</b><br>Students will be able to identify verification methods and how to apply them, alongside using online forms.  | <b>Creating and editing</b><br>Students will use software to combine skills to manipulate text, images and digital media. Students will continue to build on their skills using research methods for a purpose. | <b>Revision and assessment</b><br>Preparing to take online assessment.   | <b>Assessment and Independent Project</b><br>Students will use their new skills to research for their own projects, code and build their projects and display at possible science fair. |
| Art             | <b>Character design – Manga.</b><br>Students will design their own characters after learning about different drawing   | <b>Graphics - Café design.</b><br>Students will learn drawing techniques to design a café and transfer these into a 3D   | <b>Self portraits – Picasso and Frida Kahlo</b><br>Start to introduce students to analyzing artists work using GCSE specific language.   | <b>Henry Moore – mod roc sculptures</b><br>We look at the work of Henry Moore, learn about his life and work and make a small 3D  | <b>Urban art – graffiti and local murals</b><br>Students will observe the work of ATM who has numerous Bird paintings on buildings   | <b>Architecture – Gaudi</b><br>We will learn about Gaudi and observe the architecture of his around Barcelona. Students will build a  |

|  |   |                                      |   |  |   |  |
|--|---|--------------------------------------|---|--|---|--|
|  | styles. They will explore comic design. | model. We will look at drawing nets. | Students will start to refine their skills in material exploration. | model using mod roc, papier Mache or clay.<br><br>Newspaper article on the artist – Link to English this term. | around the local area. We will also look at the Banksy pieces done in Lowestoft. Students will then design a nature inspired piece to paint on a large board for display in the art room. | small-scale building inspired by Gaudi from card.<br><br>Creative writing link to English this term. |
|--|---|--------------------------------------|---|--|---|--|