Curriculum overview Whole School

What our students study in Year 9 at Strood Academy

Google Classroom links	Subjects	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
9H1- fi7e6l4 9H2- 3hfdkyv 9H3- dhg5wbl 9T1- sulsnnp 9T2- 4xt4nm4 9T3- lkctaeh 9V1- lamxccs 9V2- dgrbbcp 9V3- h3yotnv	**Maths**	**Graphs and Proportion** In this unit students will work with coordinates and equations to be able to find midpoints of lines and plot linear graphs. They will look at the links between equations and the lines they create when plotted and make the connection between parallel lines and their equations. Students will also look at proportion and the links between gradient and proportions and how to show proportion using standard form and scales. They will also look at how standard form can make calculations easier.	**Algebra: Manipulating Variables** In this unit students will look at how we can use algebra to represent sequences and series and how these can be used to model real life situations. They will use algebraic manipulation to make expressions simpler or expand them out to look at them in more detail and they will learn how to change the subject of a formula so it can be used in a variety of situations.	**Geometry: circles, 3D shapes including surface area and volume** In this unit students will investigate the ways in which we can represent and analyse shapes, They will learn how to find areas and circumferences of circles and what properties 3D shapes have. Students will learn how to construct shapes accurately using rules and compasses.	**Geometry: Mensuration** In this unit students will take a closer look at 2D shapes and their properties. Considering what makes shapes congruent and the various properties of right angled triangles as it relates to side lengths. They will also look at the rules that hold true for angles in polygons.	**Equations & Inequalities and Probability** In this unit students will look at the links between equations and their solutions both algebraically and graphically. They will also investigate the rules of probability and how we can represent probabilities and calculate them from diagrams.	In this unit students will learn how we collect, display and analyse data to be able to draw conclusions from our findings. This includes the limitations of data and they different measures of central tendency and spread that we can use to compare sets of data.
9T1 - 72rjeiw 9T2 - oeis7ad 9T3 - dtdtyvq 9h1 - amy5now 9H2 to3oc4o 9H3 s42goeh 9V1 - aytwwoc 9V2 - qvxz4hu 9V3 -2qgbq5p	**English**	**Short Stories** To build reading skills To develop critical analysis of writer's methods To encourage reading for pleasure	**Shakespeare** To provide a contextual understanding of Shakespeare and his works To analyse the language in Shakesepeare;s extracts To understand how context influenced Shakespeare's decisions	**Unseen Poetry** To develop students' ability to analyse a poem (its ideas, language devices, structure etc.) To be able to write extended pieces of analysis in response to a poem To improve students ability to analyse unseen poetry	**Creative Writing** The purpose of this unit aims to improve students' writing skills, with a focus on developing descriptive and narrative pieces To develop students ability to apply their knowledge of linguistic and structural devices To develop their ability to create character.	**Oliver Twist** To give students a good foundational understanding of Dickens and Victorian England. To establish the art of language analysis early on, and to complete the scheme with students writing solid analytical paragraphs.	**Oliver Twist** To give students a good foundational understanding of Dickens and Victorian England. To establish the art of language analysis early on, and to complete the scheme with students writing solid analytical paragraphs.
9H1 - nioa5is 9H2 - kj6v6mn 9H3 - ovkunut 9T1 - ovmu4ft 9T2 - c3wwrag 9T3 - gn5mu2g 9V1 - bcrwaj5 9V2 - vnrlffi 9V3 - ila4fp7	**Science** Content is now cycled between all three sciences in units which build & extend on the work	Biology, Chemistry and Physics key concepts Content is now cycled between all three sciences in units which build & extend on the work done in year 7 & 8 on key concepts. This enables students to make links between topics across the sciences. **Biology** - cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope, the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts, the similarities and differences		Biology, Chemistry and Physics key concepts Biology - Health, disease and development of medicines Chemistry - Periodic Table Physics - Motion	Biology, Chemistry and Physics key concepts Biology - Cells & Control Chemistry - Bonding Physics - Conservation of Energy, Renewable & Non renewable resources		Biology, Chemistry and Physics key concepts Biology - Communicable diseases, Ecosystems Chemistry - Gas test Physics - Forces & Motion

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	done in year 7 & 8 on key concepts. This enables students to make links between topics across the sciences	between plant and animal cells, the role of diffusion in the movement of materials in and between cells, Introduction to specialised cells, difference between specialised cells, the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. **Chemistry** - the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure, changes of state in terms of the particle model. a simple (Dalton) atomic model, chemical symbols and formulae for elements and compounds, conservation of mass changes of state and chemical reactions, the concept of a pure substance, mixtures, including dissolving. **Physics** - similarities and differences, including density differences, between solids, liquids and gases, the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition, atmospheric pressure, decreases with increase of height as weight of air above decreases with height, pressure in liquids, increasing with depth; upthrust effects, floating and sinking, pressure measured by ratio of force over area – acting normal to any surface.				
9h1: kvzm3ax **9h2: ph2xtox** **9h3: ut4lomq** **9v1: idyaiyg** **9v2: icdjc4c** **9v3: eanhkgj** **9t1: fzwtuzh** **9t2: yokogpe** **9t3: i4zynvk**	**History**	**Challenges for Britain, Europe and the Wider World; Build up to WW2** Intro to Yr9 + Democracy and the right to vote and how this worked in Britain and the state of the world in 1918 Russian revolution + Communism vs. Capitalism Russian revolution pt2 Great Depression; when capitalism goes wrong The growth of Fascism; Italy, Spain Appeasement of Hitler Why did the war break out in 1939?	**Challenges for Britain, Europe and the Wider World; WW2** Blitzkrieg + Dunkirk Battle of Britain Rations, evacuations, Air raids + dad's army; life in Britain in WW2 MYP Project life on the Home front/WW2 MYP Project life on the Home front/WW2 Creation of the NHS / welfare state Was Hiroshima justified?	**Challenges for Britain, Europe and the Wider World; Holocaust** What was the Holocaust and who were the victim; history of Anti-Semitism How and why were the Jews persecuted before 1939. How/Why did persecution change as the war went on; Ghettos The Final Solution; reasons, impact and responses Liberation and the aftermath of the Holocaust	**Challenges for Britain, Europe and the Wider World; Britain post WW2** Migration in the UK; Windrush Generation Loss of empire (Suez Canal, India….) and the Commonwealth Women's Rights and the moves to equality Swinging sixties cultural explosion 1966 - football/TV, music, film	**Challenges for Britain, Europe and the Wider World; Cold War** What was the iron curtain and why was Nato created? Why was Berlin divided? What was MAD? How did a crisis in Cuba almost cause ww3? (french testing of Nuclear weapons) Domino theory and Vietnam war – tactics / response Moon landing / space race Fall of the Berlin wall and Emergence of the EU	**Challenges for Britain, Europe and the Wider World; Overview of change in Ks3** Classical Greece / Rome Early medieval era Later medieval era / crusades Renaissance Industrial Early 20th century Later 20th century

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9h1: bgw77d4 **9h2: fufcnj6** **9h3: 5gr5yq2** **9v1: b4e64dn** **9v2: 6ws5wkn** **9v3: y2slk7m** **9t1: l6je514** **9t2: wykaqvu** **9t3: sjo25ih**	**Geography**	**Our Coastal Environment** Coastal Landscapes and Wave processes – Coastal Landforms and Erosion: Headlands and Bays - Formation of Headlands' Landforms and Wave cut Platforms - Coastal Landforms and Deposition - Hard and soft coastal protection methods	**Globalisation** Globalisation in our lives - MNC and development - Impact of MNCs; Nike sweatshops - Fair Trade - MYP Project - My Globalised City - Assessment and Gap lesson	**Development Gap** Global Development Gap – Causes and Impacts of Inequalities between Countries – Disparities in Wealth and Health – Reducing the Gap/ Tourism - Reducing the Gap/Aid - Assessment and Gap lesson	**Wild Weather** Introducing Weather and Climate / Measurements – The Climate Graph and Interpreting Data – Global Circulation and weather patterns – Climate Change – Evidence of Climate Change – Impacts of Climate Change; Technical Innovations to mitigate Climate Change Extreme Weather in the UK - Primary and secondary effects of Extreme Weather events – Project: My Hurricane		**Our Physical Word** Map Skills and Orienteering Snowdonia – Human uses of Snowdonia - Tourism and Honeypot Sites in Uplands and Coastal areas – Consumerism and Impact of Tourism - Energy Generation
9v1-lfxz4xg **9v2-4cesxak** **9v3-ma5egun** **9t1-tyz46hm** **9t2-aq7nt4n** **9t3-rbht4yh** **9h1-xvfq5a4** **9h2-arpclpl** **9h3-pmxjabb**	**MFL**	We are what we do imperfect tense, future plans, routine and jobs, revisit activities, sports, technologies, personalities, friendships, healthy lifestyles, advice Grammar Future tense Conditional	We are what we do house, rooms, furniture, prepositions, activities in towns and directions, future plans Grammar Future tense Conditional	We are what we learn subjects, likes and dislikes,comparisons, numbers, times, rules, facilities, future plans and past hobbies (preterite and imperfect, perfect tense) Grammar Comparisons Plurals Future Past	We are what we do instruments, taking part in plays and films, cuando and si, activities using the imperfect tense, future plans and past learning Grammar Imperfect tense Future Past	We are what we achieve free time activities, food and eating out, extreme sports, past and future sports and activities, varied opinions, healthy lifestyles and diet Grammar Past Future Plural Conditional	We are what we achieve festival, culture, imperfect, preterite, movie study Grammar All previously learn skills
9H1 nsdd6rx **9H2** brpoqjo **9H3** lu7lt6n **9T1** xr6j2lm **9T2** uuibptl **9T3** rz5zqy2 **9V1** 3l5zwvw **9V2** 75otxzg **9V3**r5bhltu	**Computing & Enterprise**	**Enterprise** This unit introduces enterprise through the medium of a Dragon's Den style project. Students identify a need and design a product or service. They then perform market research, evaluate and look at financing. Students will learn about being an entrepreneur and the requirements for business and enterprise. Upon completion, students will present to their peers.	**E-Safety and a Global Society** Explain and justify the need for a solution to a problem for a specified client/target audience Explain to Year 6s how to use the internet safely. Identify and prioritize the primary and secondary research needed to develop a solution to the problem Good research on security. Analyse a range of existing products that inspire a solution to the problem Look at the good and bad points on ways of staying secure. Develop a detailed design brief which summarizes the analysis of relevant research. Using your research and teacher resources to plan your presentation.	**E-Safety and a Global Society** Create a planning drawing/diagram which outlines the main details for making the chosen solution. Present the solution as a whole Critically evaluate the success of the solution against the design specification Using feedback and reflection how successful was your solution? Explain how the solution could be improved Reflect how it can be improved Explain the impact of the solution on the client/target audience How does your solution meet the target audience.	**Scratch Programming - What impact is plastic having on our environment?** Persevere in action - Community Task. Reflection on ethical implications. Interpretation of the design challenge outline. Analysis of existing products for ideas. Design Brief. Developing Ideas Organisational activity. Planning your own game is Scratch. Creating the solution Create a production plan outline the activities and resources needed for the project. Create a process journal showing the steps taken to make the Scratch game. Evaluation Test the Scratch game using a test table and peer assessment. Reflect on the project as a whole.		

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9HDT1 -wiltytu 9HDT2 -6hoaver 9HDT3 -fedvs3z 9VDT1 -adrkiv7 9VDT2-vzokmc6 9VDT3 -bunpjvs 9TDT1 -mqjugrl 9TDT2 -of2weze 9TDT3 -hhkstlj	**Art / Design technology** **Subjects are taught on rotation through the modules**	**Product -Movement** Building upon previous years, students will develop design specifications through controlled research. Students will develop design briefs and then use their understanding of this to create design ideas that will be developed with/without practical methods	**Product -Movement** Students will utilise knowledge gained from the past two years and they will then complete a production plan to help with their development of practical. Using knowledge of materials and testing methods students will be able to check their outcome against their specification that was built upon last terms research	**Art - Surfaces** Students will gain a taster of 3D design, Art and Photography which will allow them to develop knowledge in their chosen field. Research will be developed and constructed in one of the disciplines. Students will be able to gain an understanding of different surfaces that are produced.	**Art - Surfaces** Students will use their knowledge of artists to create purposeful and meaningful outcomes. This will then allow for students to use their knowledge from different areas. Once made- the outcomes will be evaluated against their research	**Food- Hospitality Industry** Students will develop design ideas from research. Students at this point will research effectively into the Hospitality and catering industry. Students will research and plan a design specification to aid their designs.	**Food- Hospitality Industry** Students will utilise their knowledge of the industry to create a viable Food solution that is linked wel to good primary research. Evaluations are completed once design testing has been completed. Knowledge of the industry is utilised throughout along with kitchen safety and dietary requirements.
Performing Arts Classroom codes 9H-Pa1 uv3hb36 9H-Pa2 lmy3fd4 9H-Pa3 rdtbftb 9V-Pa1 jxlhkay 9V-Pa2 slnvt6q 9V-Pa3 3ygf332 9T-Pa1 p6dp7jn 9T-Pa2 kqznzpi 9T-Pa3 z6leioo	**Performing Arts** **Subjects are taught on rotation through the modules**	**DANCE** **1.Technical Components within Dance** **2.Manipulation of Movement** **Technical Components within Dance** **Core Knowledge** Know about the different dance components (structure and components) which form choreography. Know about two contrasting professional works (Rosas Danst Rosas and Shadows). Know about different forms and structures of a dance at a more advanced level. Be able to create a performance piece based on one new professional work. Be able to perform to an audience and convey the stimulus through choreography appropriate structure. Be able to give and receive meaningful feedback based on performance. Understand how different form and structure can affect the narrative and audience's interpretation. Understand how the choreographic process contributes to the final performance. Understand how different choreographic approaches work and how this may affect the dancers' and audiences' interpretation. **Manipulation of Movement** **Core Knowledge** Know about the different choreographic process when choreographing through Chance Dance. Know about how manipulation of movement can alter perspective. Know about common dance interpretations.		**Drama** **1.Performance Realisation** **2. Understanding Theatre in Depth** **1.Performance Realisation** **Core Knowledge:** How do scripts work? What is genre? What is structure What skills are needed to create a believable role? What is the relationship between Drama and Audience? In what ways can theatre change society? Do Aesthetics change minds and create new ideas? When does theatre fully engage its audience and reach its full potential? **2. Understanding Theatre in Depth** **Core Knowledge:** What is a description? What is the difference between analysis and evaluation? What is innovation? What skills are needed to express yourself? What is the relationship between Genre and world issues? In what ways can innovation engage an audience? Theatre can make change happen. Understanding why a performer uses their skills can make you a better performer? Large budget is always better than small scale theatre.		**Music** **1.Music for Film** **2.Africa** **1.Music for Film** **Core Knowledge:** How did Film Music originate and develop? How has “Classical Music” been used in films? How did Film Music originate and develop? How has “Classical Music” been used in films To what extent does film music enhance (or detract from) the visual on-screen action? **2.Africa** **Core Knowledge:** What are the musical features of African drumming and vocal music? Where do these styles originate from? How can we use the drum to produce different sounds? How can we integrate African styles of music with Western styles of music? Should we be able to perform traditional and cultural music from other countries?	

		Be able to create a performance piece based on Chance Dance technique. Be able to perform to an audience and convey the stimulus. Be able to give and receive meaningful feedback based on performance. Understand how different interpretations can be developed through play and manipulation of movement. Understand how stimuli can be used as a choreographic base.					
vdw6ejq	**PE**	**Demonstrating personal improvement (sport based)** Students will build on fitness based knowledge (components of fitness) as well as skill based knowledge to identify personal weaknesses in sport and develop on these (this can be skill or fitness based) Applying knowledge of planning and fitness methods - students will work on developing their sports specific (netball and handball) and fitness based skills - developing their skills practically and theoretically for	**Developing skills, techniques and roles in sport (Winter)** Application and development of skills and techniques used in these games - with focus on developing the techniques of these skills and developing the understanding of when/why and how these are used in a competitive situation. Increasing knowledge of assessment criteria and success criteria of a range of skills - allowing deeper understand and application of practical based peer and self assessment Applying knowledge of planning skills - and allowing students to have more	**Planning for performance** Students aim to develop performance in a range of individual sports - focus is on application of skills in performance setting. Students will have to plan for their performance - through this they will build on planning skills and utilise and developing their understand of the skills that are needed in the specific sports and how these are implemented correctly to enhance performance Student will develop deeper understanding of what 'success' looks like in different individual sports and understand how a	**Range of tactics and strategies in winter sports** Students will develop understanding of more specific tactics in team games - looking at the application and technique of the tactics in more detail to enhance application and ability to outwit opponents Students will increase their understanding of rules and positioning in team games - looking at skills that are required for tactics to be applied in a team successfully - such as communication, spatial	**A range of tactics and strategies in summer sports** Students will need to understand these tactics with focus on successful application of these Students will take more independence in organising teams and understanding how tactics in team games can be both individual and team but still need to be completed at a team level to allow for overall success Skills in rounders and cricket will continue to be developed alongside game understanding but through the vehicle of	**Developing skills, techniques and roles in sport (Summer) Athletics** Students will develop a deeper understanding of each event by breaking them down and investigating the different elements, techniques and skills you need to execute each event effectively Students will apply this deeper knowledge by identifying weaknesses in their skills and planning and implementing drills/activities to improve these and therefore improve their overall athletic skill set and

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		deeper understanding Student will also take on theory knowledge of how and why we exercise - this alongside the skills and sports specific knowledge will be applied to questions in a knowledge based test	ownership over their game plans and skill development	performance can be prepared for and exceeded	awareness, reading of a game, forward thinking Through learning and applying new tactics students will gain a deeper knowledge of how set plays work and exactly when and why you will use them. This knowledge will be developed practical but also discussed so students can showcase their understanding from both and practical and theoretical standpoint	learning and applying tactics in various game situations. *Interleaving knowledge Tactical awareness and rule understanding and application developing in module 5 in 7&8 - tactical awareness and skills developed in unit 2 -team building and team work skills from previous team building units*	performance in a range of events Focus is on technical and skill development rather than tactical advantages.
9H1-nioa5is 9H2-bfrnijz 9H3-ywayzla 9T1-yd4gdxl 9T2-bfrnijz 9T3-dv5lk64 9V1-bfrnijz 9V2-vnrlffi 9V3-	**RSE** Knowledge Organisers are not used for this subject	**Being Safe** How can we tell the difference between healthy and abusive relationships? What are coercive and controlling relationships? How are they abusive? How do we recognise child sexual exploitation and how easily can this happen? Forced and arranged marriages: What do we need to know? Stalking and harassment. What are these? How does the law protect us? Human trafficking and modern slavery. How are these still happening?	**Being Safe** How people can actively communicate and recognise consent from others, including sexual consent and how and when consent can be withdrawn (in all contexts, including online)	**Physical Health and Fitness** Association between physical activity and mental wellbeing – what does this look like? Characteristics of a healthy lifestyle – Diet Exercise Characteristics of mental wellbeing	**Physical Health and Fitness** Association between physical activity and mental wellbeing – what does this look like? Characteristics of a healthy lifestyle – Diet Exercise Characteristics of mental wellbeing	**Internet safety and harms** The impact of unhealthy or obsessive comparison with others online Over reliance on online relationships including social media	**Internet safety and harms** What is gambling? How can individuals access gambling online? What are the risks associated with online gambling? How can we identify harmful behaviours online?
9H1- 9H2-7bhm6ag 9H3-hkre6ik 9T1-hkre6ik 9T2-hkre6ik 9T3-hkre6ik 9V1-hkre6ik 9V2-636z4hy 9V3-hkre6ik	**PHE World Views** Knowledge Organisers not used for this subject	**Introduction to Ethics** Students will be introduced to the concept of morality and what that means. They will also explore whether morality should be fixed or whether they should change their ideas based on the situation they are faced with Different ways of 'doing' ethics will be presented – including key vocabulary and underlying principles. Students will apply these to moral dilemmas to have an idea on how this	**Religion and Media** Mass media How is the media controlled? How does the media influence us? Religion and comedy Portrayal of religions through film and television Miracles and the media How is God portrayed in film?	**Prejudice and Discrimination** Defining key terms of prejudice and discrimination and the difference between the two Types of prejudice. Case Studies – Stephen Lawrence, Anthony Walker, BLM. Examples of genocide – the holocaust, Rwanda. Religious responses to prejudice and discrimination.	**Religion and Human Rights** Rights and responsibilities Religious attitudes towards the law and human rights. Human rights legislation. Children's rights and support. Citizens' Advice and the Samaritans. Pressure groups. Forms of protest. Religions and protest. Religious campaigners who have fought for human rights.	**Crime and Punishment** Crime and religious beliefs on law and order. Causes of crime. Types of crime. The aims of punishment. Religious responses to the aims of punishment. Young offenders and punishment. Prison. Capital punishment. Forms of punishmentLife. imprisonment, parole and prison reform.	**Life Issues** Fertility treatments. Transplant surgery and blood transfusion. Human genetic engineering. Euthanasia. Abortion. Saviour siblings.

		method of ethics works on a practical level Students will also evaluate each school of ethics and then draw a conclusion on which school of ethics they feel to be most effective for making moral decisions Relative and absolute morality Situation Ethics Virtue Ethics Natural Moral Law Divine Command Theory Utilitarianism					