Amplify Education

BRISTOL CATHEDRAL CHOIR SCHOOL

*"Gathered together that all may thrive"*

| Year 9 Curriculum Overview | | | |
|---|---|---|---|
| **Subject** | **Michaelmas Term** | **Lent Term** | **Trinity Term** |
| **Art** | **Storytelling through portraiture;** Identity, culture and heritage through art; The Singh Twins; comparison of the 'First Supper' and the 'Last Supper' to understand use of form, colour and space; Barbara Walker and graphite portraits; final 'story portrait' influenced by Wadsworth Jarrell and Temi Coker. | | |
| **Citizenship** | **Citizenship**: Life in the Modern World; The UK and beyond. | **RSE: Relationships**<br>Real Relationships | **PSHE:** Health and Wellbeing<br>**Mental Health and First Aid** |
| **Computer Science** | How our technological world works and computational problem solving.<br>Digital Literacy: Word processing and diagrams | Programming and Data processing for AI.<br>Digital Literacy: Spreadsheet skills | Legal, Ethical and Environmental impacts of technology including algorithms that affect our lives.<br>Digital Literacy: Presentation skills |
| **Design and Technology (Taught on rotation)** | Design and make a model of a bus stop in the style of Zaha Hadid: concept designs; perspective drawing; modelling; brutalism; Google Sketchup; CAD drawings; plotting and cutting. | | |
| **Drama** | Studying and performing extracts from DNA by Dennis Kelly. | Theatre Craft: mime and melodrama | Devising: Soap Opera |

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| **English** | **Contemporary Novel:** The Bone Sparrow OR My Name is Leon.<br><br>**Protest Poetry:** Historical and contemporary protest poetry and non-fiction texts for context. | **Essays on Big Ideas:** Study of perspectives on a range of topics: Baldwin, Orwell, Morrison.<br>**Short Stories:** Diverse short stories for comparative analysis | **English Language:** Literary shorts in preparation for English Language fiction reading and writing.<br>**Shakespeare:** Romeo and Juliet as a performance text for dramatic impact. |
| **Geography** | What makes a superpower; China (growth, trade, urbanisation, environmental challenges) | How can we address global issues (plastic pollution and climate change)? | How can we manage natural hazards; Exploring Shackleton's Antarctica |
| **History** | World War One; Interwar Years; World War Two (historical sources and causation) | World War Two and the Holocaust (historical significance and interpretations) | Changing rights of Britons in the 20th century; conflict in the Middle East |
| **Maths** | Properties of Number<br>Percentages<br>Area and Volume<br>Equations, inequalities and formulae<br>Fractions<br>Rates<br>Standard form | Maths and money<br>Straight line graphs<br>Ratio and proportion<br>Constructions and congruence<br>Similarity<br>Algebraic manipulation | Pythagoras<br>Non-linear graphs<br>Probability<br>Transformations<br>Simultaneous equations (optional)<br>Trigonometry (optional) |

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| **French or German** | **French:**<br>Talking about a past holiday - where we went & stayed, what we did, and our opinion<br><br>**German:**<br>Describing my town; Past holidays - where I stayed, what I did, where I went, who with, and talking about the weather | **French:**<br>French GCSE taster lessons and discussion about careers/where languages can take you; Describing a typical day in the past, present & future tenses<br><br>**German:**<br>German GCSE taster lessons and discussion about careers/where languages can take you; My weekend plans - food & leisure | **French:**<br>My dreams and aspirations (future study/jobs); Talking about celebrities & role models: their journey to success<br><br>**German:**<br>Saying what I can do in my neighbourhood; Saying what I did and will do at the weekend |
| **Music** | **Tension and Release:** Students use Soundtrap to create a piece of EDM music, looking at build ups and breakdowns to create pace. | **My Musical Self:** Students work in groups to compose their own song using an effective chord progression and typical song structure | **Music and Media:** Students use Soundtrap to compose music for a film clip, using a range of compositional devices to match the visual image |
| **PE** | Basketball and leadership | Volleyball | Orienteering |
| **Science** | Students begin studying foundational knowledge of GCSE biology, chemistry and physics | | |
| **Textiles (Taught on rotation)** | **Making a Product:** Exploring the art of Lakwena Maciver and protest through bold, text-based style; layout, colour and surface to communicate messages; stencilling, dyeing and embellishment; scaling up designs, creating and using patterns; constructing a functional bag. | | |
| **REP/RS** | Philosophical arguments about the existence of God; Christian beliefs about sex and relationships | Judaism: stories, culture and celebration; Environmental ethics | Religious radicalism and extremism |

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**Year 9 Tier Two Vocabulary:**

| Word | Definition |
|---|---|
| **analyse** | Break it down and explain how parts work together and why they matter |
| **argue** | Give a clear point of view and support it with evidence |
| **assess** | Judge the value or importance, looking at strengths and weaknesses |
| **clarify** | Make something clearer by explaining it in more detail |
| **comment** | Give your thoughts, using evidence to support them |
| **compare** | Show how things are similar and different |
| **consider** | Think carefully about different ideas or viewpoints |
| **contrast** | Focus on the differences between things |
| **define** | Give the exact meaning of a word or phrase |
| **demonstrate** | Show clearly how something works or is true |
| **describe** | Give details about what something is like |
| **discuss** | Explore different ideas and give more than one side |

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|---|---|
| **distinguish** | Show how two things are clearly different |
| **evaluate** | Judge how good, important, or effective something is, using evidence |
| **examine** | Look closely at something in detail |
| **explain** | Make something clear by giving reasons and details |
| **explore** | Look at an idea in detail from different angles |
| **identify** | Pick out and name key information |
| **illustrate** | Give examples to make your point clear |
| **interpret** | Explain the meaning of something |
| **justify** | Explain why something is right or reasonable |
| **label** | Add names or information to a diagram |
| **list** | Give several points without extra explanation |
| **outline** | Give the main points briefly |
| **predict** | Say what is likely to happen using evidence or knowledge |
| **prioritise** | Put things in order of importance |

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| **prove** | Show something is true using facts, logic, or working |
| **recall** | Remember information you have learned |
| **refer to** | Use specific examples from the text, data, or source |
| **relate** | Show how things are connected |
| **review** | Look back at something and judge it |
| **state** | Give a short, clear answer without explanation |
| **suggest** | Put forward an idea based on what you know |
| **summarise** | Give the main points in a shorter form |
| **support** | Back up an idea with evidence |
| **synthesise** | Bring different ideas or sources together into one answer |
| **trace** | Describe how something has developed over time |
| **use** | Apply the information given to answer the question |
| **verify** | Check that something is true or correct |
| **weigh up** | Consider both sides before making a judgement |