



Sutton Coldfield Grammar School for Students Year 9 Curriculum Map: Autumn Term 2023



The purpose of this curriculum map is to give a general outline of what is being taught. There are suggestions for activities that will further support learning in each subject “outside the curriculum”.

Subject	What we learn	Outside the Curriculum
Art	Year 9 will start by focusing on observational drawing skills contextualised by looking at the work of the Surrealists. Students explore the work of key Surreal artists and understand the underpinning concepts. Students continue to enhance their skills of proportion, scale, tone and observational detail.	Visit local art galleries and experience art from different times and cultures, there is some excellent contemporary art at BMAG and the art gallery in Walsall. Photography is another art form which can be explored outside the curriculum, try and photograph different subject matter and enhance your images using various software and tablet apps. Look at how ‘forced perspective photography’ can be used to create surreal outcomes.
Biology	In Year 9 we start the AQA GCSE Biology course. In the autumn term students will start to work their way through Module 1 Cell Biology. This includes work on cell structures, microscopes, cell division and transport in, and out of cells. Students will develop their practical skills and longer answers so that they perform to the best of their ability in exams.	Students will be learning to use a microscope and looking at the detailed structure of cells. There are lots of interesting images taken with microscopes available at: http://www.cell.com/pictureshow to view.
Chemistry	Students will commence the GCSE course by studying the particle model and the structure of the atom. They will then move on to study purity and separating techniques, which will involve lots of interesting practical work. Students will be introduced to the style of GCSE examination questions including multiple choice and long answer questions.	Students are encouraged to take time to view a range of online resources such as YouTube and BBC Bitesize, to broaden knowledge and understanding about the models and techniques being studied.
Design	In DT students will refine their skills learnt in previous years to make an edge-lit desktop sign. This will involve a wide range of traditional workshop techniques and more modern technology such as CAD and laser cutting. This assignment will also involve wiring, soldering and circuits. Students will then promote the product and produce the necessary packaging. They will move on to design and then cast their own pewter jewellery, pendant or key fob. In Food and Nutrition students will be increasing their skill-base by practising different methods of cooking. This will equip them for feeding themselves and others, healthily in the future as they will be able to transfer the skills and knowledge they gain across a wide variety of recipes. Students will use their skills in the food room to develop their own recipe kit to make a meal suitable for a chosen culture. In Textiles students combine their skills from year 7 and 8 to make a mask based on the theme of culture. Hand stitches are combined with sewing machine skills to get artistic effects. Aqua fleece is used to make a 3D textile object.	Students should watch the following clip on YouTube to reinforce how important DT is to their lives and the world around them. https://www.youtube.com/watch?v=4ILSEDVSAp4 . They could also try and use the skills they have learnt in school to make or mend something? How about buying a shelf from a DIY store and putting it up? Naturally, always do these activities with an adult. Practise higher level kitchen skills at home by making a range of bread and pastry products. Develop presentation ideas by watching Great British Bake Off and other cookery programs. Visit a variety of retailers to explore textiles for a range of target markets including high end fashion at the Mailbox and the iconic Selfridges store in the Bullring.
Drama	Students will be introduced to a play text. They will explore the roles of performers, designers and directors when bringing key extracts to life. Students will consider their artistic vision for their own performances and what they want to communicate to their target audience. They will experiment with staging in this unit and how they can control the mood and atmosphere for their audience at key moments through their artistic choices.	Visit the Midlands Art Centre which frequently has interactive exhibitions or drama workshops. The Royal Shakespeare Company often runs free workshops during school holidays which can be good taster sessions for everyone from beginners to experienced performers. Go to local theatres such as Birmingham Rep/Library Theatre/Hippodrome/Lichfield Garrick which offer excellent performances all year round.
English	Students will study a collection of short stories and extracts introducing them to the genre of Crime Fiction. This topic introduces the importance of context for interpretation (historical, social & genre); and encourages students to read short stories, to analyse authorial methods and to compare texts. We will consider how context influence content, how writers craft their writing to shape meanings and engage readers, and how can texts be connected and compared. We will also study creative writing, exploring what makes a good piece of creative writing and thinking about how writers craft their writing to get responses from readers. Students will then have opportunities to craft their own writing.	Students would benefit from supporting their study independently in any of the following ways: reading other texts by the same author or genre they are reading in class, or reading more widely to include different authors, styles and genres. NB: the genre of Crime Fiction is expansive; you may wish to check appropriateness as some students may find explicit content upsetting. We recommend choosing texts that are more challenging such as those from the literary canon or prize-winning texts.
French	In the Autumn Term, students will talk about their own world, starting with likes and dislikes, explaining which extra-curricular activities they take part in and why, their relationships and friendships, while consolidating the three tenses (perfect, present and near future). We will then look at careers and future plans, introducing the simple future tense.	Use online website such as www.linguascope.com and www.quizlet.com to revise and extend key vocabulary. Use www.languagesonline.org.uk to revise and practise grammar. Follow QR codes on Knowledge Organisers Use the French readers available in the school library for further reading. Take advantage of the streaming offer to immerse yourself in French culture by listening to French radio, curating your own French music playlist and watch a variety of films and TV Shows in French.
Geography	Students start by studying Natural Hazards – investigating the causes of earthquakes and volcanic eruptions. We will find out how this impacts human life and how we can mitigate against the hazards.	Read around the topic in the news – look for up to date articles on gender inequality in education, the impact of HIV and malaria in Africa and urban population growth in Africa.

	Later in the term we will study 'Africa: A continent of contrasts' – giving students the opportunity to explore many aspects of this vast continent. We will look at why people are migrating from the countryside into one of Africa's biggest cities, Lagos. Students will also study several of the modern challenges Africa is facing in education and health.	BBC, Netflix and National Geographic documentaries on natural hazards such as earthquakes and volcanic eruptions See Learning Log for wider reading suggestions
History	Students will be studying the impact of dictators in the 1930s. We will focus on life in the Soviet Union during the regime of Stalin and the events in that led up to Holocaust and the Final Solution of 1942.	If in London visit the Imperial War Museum and experience their excellent exhibition on the Holocaust. Entry is free. Try some wider reading, 'Schindler's Ark' by Thomas Keneally or 'Between Shades of Grey' by Ruta Sepetys
Computing	In the first half of this term students will learn about the architecture of the CPU. They will cover purpose of the CPU, the fetch-decode-execute cycle, common CPU components and their function, and the Von Neumann architecture. After the half-term they will cover the principles of computational thinking and take part in the UK Bebras Computational thinking competition. Students will also learn Boolean logic and how computers use logic gates to make decisions based the number of its inputs. They will learn to draw logic diagrams using the operators AND, OR and NOT.	The Inspiring Digital Enterprise Award (iDEA) https://idea.org.uk/about Systems architecture https://www.bbc.co.uk/bitesize/guides/zbfn4j/revision/1 UK Bebras Challenge Website https://www.bebbras.uk/index.php?action=welcome Boolean logic https://www.bbc.co.uk/bitesize/guides/zc4bb9q/revision/1
Mathematics	In Geometry we look at trigonometry in right angled triangles and its practical applications. In number we look at reciprocals and the definitions of zero, negative and fractional indices along with the rules of indices. We will use standard form in calculations, focusing on non-calculator methods. Our percentage work will be extended into reverse percentages and percentage change. In Algebra we will expand triple brackets and our factorisation skills used with the difference of two squares. We will begin to solve basic quadratic equations. Graph work will be extended to look at perpendicular lines. In Statistics we look at probability including both frequency and probability trees.	Dr. Frost and Corbett Maths provide extra practice and challenge. Support booklets (shared with students) give further examples and exemplification. Have a look at nrich for more demanding puzzles or try some Intermediate Mathematics Challenge questions on the Dr Frost website.
Music	In the first half term students will look at song writing. They will study a number of popular songs from the second half of the twentieth century and identify successful features used in their composition before composing and performing their own songs. In the second half term students will be looking at variations and cover versions. Students look at a range of pieces that have been 'altered' and identify these techniques through listening. Students then demonstrate their understanding of variation techniques through performance and composition.	Join an extra-curricular Music activity within school Consider buying a keyboard if you have not already got one at home Try to attend a live performance of Music. Birmingham has a huge wealth of Music from different cultures and genres. www.thsh.co.uk will list all performance at Birmingham's Town Hall and Symphony Hall.
PE	The PE curriculum is broken down into five week blocks. In each block the students participate in a programme of study for one activity area. In the Autumn term students will participate in Tag rugby or badminton, handball, and fitness. Within these units, as well as the sports specific core skills, students will develop specific aspects of fitness, experiencing fitness testing. They will also develop team building and communication skills as well as their ability to officiate and lead. Students will also have the opportunity to participate in interhouse cross country, rowing and handball.	Attend the extra-curricular sports fair at the beginning of the term to find out about clubs. Get involved in extra-curricular activities, not just as a performer but try taking on another role such as a leader or an official. Try developing the exercise activities you have tried at school further by taking part in an exercise class at your local leisure centre. Try building up running a mile by using interval training. Get into the habit of monitoring your pulse rate during or after exercise to know the training zone you are working in.
Physics	Students are starting their AQA GCSE course with the unit on Forces. Students will study the way objects move and how forces affect their movement. They will also make calculations of speed and acceleration, and be introduced to ideas about momentum and road safety, including stopping distances. Students will develop their understanding of pressure and how it links to particle theory.	Look at the Highway code, particularly the pages on stopping distances, to see how stopping and braking distances change with speed. Look at the tyres on your family car, or a friend's car, to examine the depth of the tread. How well do you think your tyres would push water out of the way?
Religious Studies	Students have the opportunity in Year 9 to begin to consider religion in a philosophical and ethical way. In the first half term, they consider the issue of social responsibility and how this applies to different members of society, such as the elderly. They will then study different issues in medical ethics and animal ethics. In the second half term, students will begin to look at philosophical arguments for and against the existence of God.	Watch the news and discuss current issues in social justice. Do we do enough to help others in society? Take the opportunity to discuss arguments for and against the existence of God within your family. Are you atheists? Why? Are you members of a particular faith community? What are the reasons behind your beliefs? Look out for stories in the news that are relevant to the study of religion.
Spanish	Claro 1 Unit 5: describing places in town and giving opinions on them; saying where I go and why; giving and understanding directions; talking about my plans for the weekend; comparing rural and urban life; describing my area/town in the past. The grammar covered in this unit includes the near future tense, expressions for making comparisons and key phrases in the imperfect tense.	Use www.kerboodle.com and www.languagesonline.org.com to practise new vocabulary. Borrow some Spanish magazines from the library or ask your Spanish teacher about this.