



## Sutton Coldfield Grammar School for Girls Year 9 Curriculum Map: Summer Term 2024



The purpose of this curriculum map is to give you a general outline of what your daughter is learning in school during this term. We are hoping that this will allow you to support your daughter more effectively in her studies and further enable you to have an open dialogue about learning with your daughter. Each department has made suggestions as to activities that will further support learning in their subject 'outside the curriculum'.

Subject	What we learn	Outside the Curriculum
<b>Art</b>	'3D modelling' Students will be looking at the work of Chei Hitotsuyama as inspiration to create a sculpture of a chosen animal. The process of realising a 3D form from a 2D image is a complex task and students will use bubble wrap and papier mâché to model their animal. Observational drawing will underpin the accuracy of the animal.	Use the skills organiser to analyse artists' work. Visit online galleries and critique work to develop analytical art skills.
<b>Drama</b>	Students will be using all of their knowledge that they have acquired this year to respond to a whole play text. They will consider the different characters and the structure of the play. They will consider key decisions that a theatre maker would make when bringing this play to life. Students will work in groups to produce performance work and design ideas.	Visit the Midlands Art Centre who frequently have interactive exhibitions or drama workshops. Go to local theatres such as Birmingham Rep/Library Theatre/Hippodrome/Lichfield Garrick.
<b>English</b>	This term students will complete their study of the poetry anthology; here they will practise close textual analysis and develop their knowledge of subject terminology by annotating the poems and considering different ways of interpreting the ideas and poetic devices writers use. Our final unit of study is Shakespeare's <i>Much Ado about Nothing</i> where students will explore the story as well as the presentation of characters and themes through literary analysis and performance.	Read <a href="#">Carol Rumens's poem of the week   Books   The Guardian</a> and discuss what you think this is about. Use subject terminology when explaining your ideas. Have a go at writing your own poetry, perhaps keep a diary in poetic form. Watch an adaptation of <i>Much Ado About Nothing</i> , either on screen or on stage. Use BBC Bitesize, NoFearShakespeare or the Learning Area of the RSC website to support your understanding.
<b>French</b>	This term, students will start focusing on the very current topic of youth culture and concern. They will start by discussing eating habits (including vegetarianism and veganism) before moving on to animal and environmental protection, the use of plastics and recycling. As a steppingstone towards the GCSE, the students will learn the conditional tense to talk about what they would like to do in order to change the world and a be positive influence on the others around them.	Use online website such as <a href="#">quizlet.com</a> , <a href="#">bbc bitesize</a> to revise and extend key vocabulary and <a href="#">www.languagesonline.org.uk</a> to practise verb tenses. Reading French books/ magazines in the school library and language classrooms. Embrace the wide offer of movies and TV shows in French streaming platforms. Participate in the French study tour to Paris.
<b>Spanish</b>	Students will learn new vocabulary to talk and write about holiday preferences, such as destinations, transport and activities. They will learn the formation of the preterite tense in order to describe a past holiday. Students will also discuss different types of holidays, for example volunteering in the Amazon rainforest and other South American countries.	Use the online websites <a href="#">www.languagesonline.org.uk</a> or <a href="#">www.kerboodle.com</a> to practise vocabulary and grammar for this topic. Engage in conversation in Spanish with friends.
<b>Geography</b>	Students will continue their studies of the 'Hazards' module by investigating the causes, effects and responses to earthquakes and volcanic eruptions. We will also study two contrasting case studies; Haiti and L'Aquila.	Keep an eye out on the news for any volcanic eruptions, earthquakes or extreme weather hazards that occur. Watch clips on Youtube and collect newspaper articles.
<b>History</b>	Students will continue to study International Relations in the Twentieth Century including key events of the Cold War. In the summer term the focus will be on the Vietnam War and the increasing amount of political protest during the 1960's.	Watch the DVD of 'Thirteen Days' and find out how close we really came the World War Three or what about researching the assassination of JFK – who really killed him and did it have anything to do with the events of the Cold War?
<b>Computer Science</b>	<b>Network security.</b> Students will learn about some of the common threats to computer network and various ways to prevent such threats. Student will then study about the <b>ethical, legal, cultural and environmental impacts of technology.</b> They will also cover some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use.	System security: <a href="https://www.bbc.co.uk/bitesize/guides/zj89dxs/revision/1">https://www.bbc.co.uk/bitesize/guides/zj89dxs/revision/1</a> impact of technology on society: <a href="https://www.bbc.co.uk/bitesize/guides/zhx26yc/revision/1">https://www.bbc.co.uk/bitesize/guides/zhx26yc/revision/1</a>
<b>Maths</b>	<b>Number</b> work sees students working with surds and beginning to understand their manipulation. In <b>Algebra</b> , we solve simultaneous equations and inequalities. In <b>Geometry</b> , we work with the concepts of similarity and congruence. We find the volumes and surface areas of prisms, cylinders, spheres, pyramids and cones. We will also we solve problems involving flow rates and compound units. In <b>Statistics</b> , we calculate measures of averages and spread and use these to analyse and compare discrete and continuous data sets. The idea of a boxplot to compare data sets is introduced.	<a href="#">www.drfrostmaths.com</a> also has a wide range of extension content. Corbett Maths contains questions, challenges and videos linked to the curriculum coverage.

<p><b>Music</b></p>	<p>In the first half term we study Reggae. Students listen analytically to a range of pieces and discuss the social, cultural and geographic background to the style. Students then perform Bob Marley's <i>Three Little Birds</i> and learn how to make an arrangement of the piece retaining the key stylistic features of Reggae. In the second half term students will be given a free choice; either working on a performance (individually or in small groups), a composition of their own (e.g. song), or a piece of research on a favourite musician / band / genre of music. These will be presented in the final weeks of term.</p>	<p>Students are encouraged to participate in extra-curricular music groups to develop their performance skills. Groups include Gospel Choir, Chamber Choir, Training Orchestra, Sinfonia, String Ensemble, Clarinet Ensemble and Flute Ensemble. Birmingham has a huge amount of live music from a wide range of cultures and styles. Listen to a wide variety of music on the radio, and try out new styles that may not be familiar to you!</p>
<p><b>DT Food Textiles (rotation)</b></p>	<p>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.</p>	<p>Students should watch the following clip on YouTube to reinforce how important DT is to their lives and the world around them. <a href="https://www.youtube.com/watch?v=4ILSEdVSAp4">https://www.youtube.com/watch?v=4ILSEdVSAp4</a> 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.</p>
<p><b>PE</b></p>	<p>This term's work focusses on developing skills in both athletics and cricket. The students will experience a range of events in athletics from both track and field, looking at technique and performing at maximum levels developing on from the skills learnt in Year 7 and 8. This will be preparation leading up to Sports day. Cricket is new to the curriculum and will focus on key skills of striking and fielding which should have many transferable skills that can be applied from their experience in Year 7 and 8 rounders. They also have inter house rounders and tennis to look forward to. Students will also be looking at how well they can take on different roles within the physical activities that they are participating in, how well they can identify strengths in performance and areas for improvement.</p>	<p>Join one or more of the extra-curricular clubs on offer for summer sports in school. We have new clubs this year that include cricket and rugby. Try and increase the amount of regular exercise that you do. For example, play tennis, rounders, badminton, football, handball etc. with family and friends in the park. Start walking (faster/further!), jogging, cycling, swimming, rowing etc. Look out for your chance to represent the school at the Sutton Schools' Athletics Championships, the Sutton Schools rounders tournament or the Sutton Schools cricket tournament.</p>
<p><b>Religious Studies</b></p>	<p>Students will be continuing to work on the unit on Spirituality and evaluating if people need to be religious to be spiritual. They will then consider the philosophical problem of evil and suffering, asking how an all powerful and all loving God allows suffering to happen. They will then study a unit on Religions and Science and consider the question whether Science can work alongside religious beliefs or whether they contrast too much on key issues.</p>	<p>Look out for stories in the news that link to the issues studied in the unit. Try to spot how people's religious beliefs might have helped in a time of suffering. Consider links with science lessons – what might a religious believer think about scientific discoveries?</p>
<p><b>Science</b></p>	<p><b>Biology:</b> Students will be continuing to work their way through the B2 module "Scaling up". This will involve looking into how animals and plants transport substances through their vascular tissues. <b>Chemistry:</b> Students will study ionic, covalent and metallic bonding before moving on to look at different carbon allotropes. They will learn about nanoparticles paying particular attention to their size and uses. The final part of the academic year will involve studying the importance of crude oil and how it is processed including fractional distillation and cracking. <b>Physics:</b> Students will be studying waves including frequency and wavelength, the wave equation, refraction and reflection of light and sound waves. They will then apply these ideas to understand how scientists made discoveries about the structure of the Earth using seismic waves, and how ultrasound is used for scans of the body and other materials. Students will complete a core practical task on the problems of measuring waves.</p>	<p>A lot of the biology work is to do with the heart and vascular tissues and there are many websites that you can explore heart problems and treatments. The 'GCSE bitesize' and 's-cool' websites have some fun interactive activities that will aid understanding and revision. A visit to Jodrell Bank will allow students to see how radio waves are used in astronomy and how curved surfaces can be used to reflect and focus sound waves.</p>