



# WALTON HIGH SCHOOL – YEAR 9 CURRICULUM OVERVIEW

Subject		HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
Maths	Main Topics	Fractions Ratio extension Statistical averages Congruence, similarity and parallel angles	Congruence, similarity and parallel angles Percentages (not compound) Basic algebraic manipulation and solving linear equations	Sequences (retrieval and extension) Linear graphs 3D shapes: measure, area, volume	Linear inequalities Standard form Introduction on right-angle geometry	Angles in algebra Introduction to quadratics Compound measures	Number properties Rounding, estimation and bounds Probability
	Assessment Information	<u>Reading</u> Explore how Shelley presents the monster's need for companionship.	<u>Writing</u> Write a piece of travel writing for National Geographic magazine.	<u>Reading</u> Explore how Shakespeare presents a change in the character of Prospero.	<u>Reading</u> Compare how poets present characters who find themselves marginalised by society.	<u>Writing</u> Write a narrative piece entitled 'Trapped'.	
English	Main Topics	<i>Frankenstein</i> by Mary Shelley	Travel Writing	<i>The Tempest</i> by William Shakespeare	Character and Voice Poetry	Narrative Writing	
	Assessment Information	<u>Reading</u> Explore how Shelley presents the monster's need for companionship.	<u>Writing</u> Write a piece of travel writing for National Geographic magazine.	<u>Reading</u> Explore how Shakespeare presents a change in the character of Prospero.	<u>Reading</u> Compare how poets present characters who find themselves marginalised by society.	<u>Writing</u> Write a narrative piece entitled 'Trapped'.	



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Subject		Science is taught on a rota basis in Year 9. This means that students are taught by subject specialists. Each class will have two terms of Biology, Chemistry and Physics and this will be in a different order for each group.			
Science	Biology	<b>Cell Biology</b> <ul style="list-style-type: none"> <li>Eukaryotic vs. Prokaryotic Cells</li> <li>Calculations Involving Microscopes</li> <li>Optical vs. Electron Microscopes.</li> </ul>	<b>Ecology</b> <ul style="list-style-type: none"> <li>Ecosystem Organisation</li> <li>Animal Adaptations and Competition</li> <li>Plant Adaptations and Competition.</li> </ul> <b>Botany</b> <ul style="list-style-type: none"> <li>Photosynthesis</li> <li>Leaf Structure</li> </ul>	<b>Botany</b> <ul style="list-style-type: none"> <li>Uses of Glucose.</li> <li>Limiting Factors of Photosynthesis.</li> </ul> <b>Human Physiology</b> <ul style="list-style-type: none"> <li>Aerobic and Anaerobic Respiration.</li> <li>Gas Exchange in Humans.</li> </ul>	<b>Human Physiology</b> <ul style="list-style-type: none"> <li>Blood and Blood Vessels</li> <li>The Heart</li> </ul> <b>Health and Disease</b> <ul style="list-style-type: none"> <li>Heart Disease.</li> </ul> <b>Genetics</b> <ul style="list-style-type: none"> <li>DNA, Genes, Chromosomes and Variation.</li> </ul>
	Chemistry	<b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>Gas tests</li> <li>History of the Periodic Table</li> <li>History of the Atom</li> <li>Atomic Structure</li> </ul> <b>Quantitative Analysis</b> <ul style="list-style-type: none"> <li>Ar and Mr Calculations</li> </ul>	<b>Rate and Extent</b> <ul style="list-style-type: none"> <li>Collision Theory</li> <li>Calculating Rate</li> <li>Disappearing X</li> <li>Investigating Rate</li> </ul> <b>Chemical Change</b> <ul style="list-style-type: none"> <li>Balancing Equations</li> </ul>	<b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Hydrocarbons</li> <li>Fractional Distillation</li> <li>Cracking</li> <li>Polymers</li> </ul> <b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>Separating Mixtures</li> </ul>	<b>Chemical Change</b> <ul style="list-style-type: none"> <li>Complete and incomplete combustion</li> </ul> <b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Pollutants</li> <li>Greenhouse Gases and Global Warming</li> <li>The Evolution of the Atmosphere</li> </ul>
	Physics	<b>Forces</b> <ul style="list-style-type: none"> <li>Forces, Vectors and Scalars</li> <li>Resultant Forces</li> <li>Gravity</li> <li>Elasticity</li> </ul> <b>Energy</b> <ul style="list-style-type: none"> <li>Energy Transfers</li> <li>Energy Resources</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Supply and Demand</li> <li>Efficiency</li> <li>Thermal Conductivity and Insulation</li> </ul> <b>Particles and Atomic Structure</b> <ul style="list-style-type: none"> <li>States of Matter and Internal Energy</li> <li>Changes of State</li> <li>Density</li> <li>Atomic Structure</li> <li>Ions and Isotopes</li> </ul>	<b>Waves</b> <ul style="list-style-type: none"> <li>Transverse and Longitudinal Waves</li> <li>Light Waves</li> <li>Reflection</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>Current and Charge</li> <li>Ohm's Law</li> <li>Series and Parallel Circuits</li> <li>Resistance</li> <li>Electrical Power</li> <li>Electrical Energy</li> </ul>



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Art	Main Topics	<p><b>Visual Communication</b> Students will work on the project entitled ‘Visual Communication’ throughout year 9. This prolonged project is workshop based, allowing students to learn and develop new and exciting techniques and skills.</p>	<p><b>Visual Communication</b> Workshop based, allowing students to learn and develop new and exciting techniques and skills.</p>	<p><b>Visual Communication</b> ‘Developing the idea’. Students will be led by their class teacher to under go development based workshops to push the theme of Visual communication further. Linking their artwork to artists and crafts persons.</p>	<p><b>Visual Communication</b> ‘Developing the idea’. Students will be led by their class teacher to under go development based workshops to push the theme of Visual communication further. Linking their artwork to artists and crafts persons.</p>	<p><b>Visual Communication</b> Final outcome regarding ‘The Perils of Social Media’. Mixed media pieces with a large element of free choice in design and technique, student led. (Based on the workshops throughout the year students make their own choices in producing the Final Outcome).</p>	<p><b>Visual Communication</b> Final outcome regarding ‘The Perils of Social Media’. Mixed media pieces with a large element of free choice in design and technique, student led. (Based on the workshops throughout the year students make their own choices in producing the Final Outcome).</p>
	Additional information	<p>During this term, students will also have the opportunity to work with a local visiting artist! This is a practical workshop but with a careers focus. Continue to explore a wide range and combination of materials and techniques such as: drawing, colour blending and collage</p>	<p>Investigate and research the work of contemporary and historical artists and makers such as: Jennifer Collier, and Evelyn Tannus. Continue to explore a wide range and combination of materials and techniques such as: drawing, colour blending and collage</p>	<p>Continue to explore a wide range and combination of materials and techniques such as: Photoshop, print making and stitch.</p>	<p>Continue to explore a wide range and combination of materials and techniques such as: Photoshop, print making and stitch.</p>	<p>Investigate and research the work of contemporary and historical artists and makers such as: Heikki Leis and an artist researched and chosen by the student themselves.</p>	<p>Investigate and research the work of contemporary and historical artists and makers such as: Heikki Leis and an artist researched and chosen by the student themselves.</p>



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French	Main Topics	<b>Third year of French</b> Music and musical tastes	Primary v Secondary school Before and now – the experience of young refugees.	Future plans – work/leisure Young inventors/AI	The environment Environmental protection – past and future.	The French-speaking world	The French-speaking world
	Additional information	The language of music Evolution of music	Imperfect tense ( past tense). Contrasting then and now. <b>Films tudy: les Chorsites</b> Module 2 assessment	Revisiting modal verbs Future tense	Comparative/ superlatives Negative forms Conditional tense Module 4 assessment	Review of adjectives/superlatives Fact files and adverts Impressive UNESCO sites Modal verbs – what you can/want to do Planning excursions	Present/ future tense /past tense review Francophone artists, sportspeople, musicians and writers.
Geography	Main Topics	Resource management water - food - energy		Natural Hazards: Atmospheric hazards and climate change		Coasts	
	Additional information	Inequalities in distribution. How can you increase supply. Impacts. More focus on ENERGY. Renewables v fossil fuels. Case study of Tar sands. Sustainable supply.		Tectonic hazards. Plate boundaries. Structure of the earth. Earthquakes in Kashmir / L'Aquila. Effects and responses. Preparation, prediction and management of earthquakes. Climate hazards. Extreme Weather, Hurricanes and Climate change.		Processes. Landforms. Hard/ soft engineering. Lyme Regis case study. OS mapwork.	



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German	Main Topics	Food and healthy eating	Food and healthy eating Module 5 assessment Festivals and celebrations	Holiday and travel	Unit 2 assessment Clothes and shopping	Clothes and shopping	Unit 3 assessment Modern technology and volunteering projects
	Additional information	Using to drink and to eat in the present tense Starting to use the perfect (past) tense	Unit 1 assessment Transactional language to order food Using modal verbs	Using the infinitive of verbs Using the past tense Using different personal pronouns and verb forms	Unit 2 assessment Key sounds Using possessive adjectives	Revising the future tense Revising the perfect (past) tense Talking about special events in Germany	Unit 2 assessment Expressing opinions about technology and the Internet Revising the use of different tenses
History	Main Topics	How did the world descend into war again?	The Fight against Fascism: Conflict in the 1930s and 40s	The Holocaust and global impact	Empire, decolonisation and migration. Why did empire start and end?	Elizabeth I: How did a woman come to boss a mans' world?	Elizabeth I: Religious turmoil continues
	Additional information	This will build on the work on America in Y8 looking at impact of actions in America on Europe.  We shall consider the move to extremism in Europe, and rise of Nazism. We will also look at the validity of British options in the light of the coming conflict	This unit will look at the core events and turning point on the fight against Fascism in the 20 <sup>th</sup> Century. Looking at the start with the Spanish Civil War and the core moments of the fight against Fascism in WW2	This unit will look at the heartbreaking human cost of Fascism considering the the cause, impact and aftermath of holocaust. Looking to build upon the work of equality in considering how and how lessons haven't been learned in the post war period about life in the holocaust.	This unit will look at the role of empire as part of the British story. It shall focus on the story of India. Why did the nation come under the control of the British? What did Britain do? And why in the post war world the idea of freedom come into being.	This is the start of the bridging unit to KS4 and follows the pathway of Elizabethan England unit of AQA  Building on the work on religious change at KS3 we will look at who helped Elizabeth run a nation; what problem she faced and why succession once again become a political issue	This unit will look at how religious and social policies developed in England at the time. Considering what the religious settlement was; how Catholics and Protestants both tried to rebel against a Queen finishing by looking at the social dimension: why was poverty such an issues?



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IT	Main Topics	Programming Fundamentals	Sound Editing Audacity	Web Authoring: HTML	Wider Issues	Video Editing	
	Additional information	Python Functions, variables, operators Text Adventure Game*	Basic sound editing in Audacity File export Radio Advert - Christmas Event	HTML Tags/ CSS / JavaScript Project for: Sports Site [Olympic/History/Organis ation] Food or [Culture / Health] Animals [Zoo/conservation]	Ethical [AI/Autonomous Vehicles / Privacy / Surveillance] Environmental / E Waste [Audit Report] Cultural [Debate] Legal [Mock trials]	<b>Tourism Campaign [Capcut?]</b>  Transitions, captions, timeline management, transitions, importing assets	
Music	Main Topics	Introduction to Department Target Setting from End of Year 8 marks Blues	Film music	Theatre film and TV		Introduction to GCSE software	
	Additional information	Appraisal: Appraisal: Key words, Instruments, Artists Practical: Keyboard Skills (12 bar blues)	Appraisal: Analytical Skills, Key Words Practical: Compose a piece of film music, either using live instruments or computer software	Appraisal: Context, Analytical Skills, Key Words Practical: Vocal Performance Skills (Cover Song)		Appraisal: Different Genres, Different ways to compose a song or piece, Elements, Compositional Techniques and Devices Practical: Compose a piece of music, using computer software	



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<b>PE</b>	Students complete a rota of activities throughout Year 9 and different sets will complete different activities at different times. Unfortunately, much of the PE curriculum is also weather dependent. Throughout Year 9, students will complete modules in: Swimming – Personal Survival and Life Saving, Gym/ Dance- Girls, Theory/Fitness, Netball/Basketball, Rugby, Football, Athletics and Striking & Fielding. Throughout their PE lessons, they will also develop the following skills:						
	<b>Leadership</b>	<b>Communication</b>	<b>Resilience</b>	<b>Self-Management</b>	<b>Teamwork</b>		
	Lead a whole class warm up	Being able to devise strategies/tactics to overcome defensive/offensive problems	Be able to work for a sustained period of time as part of a team or as an individual	Be able to converse with other members of a small group or team, and be able to play different roles as part of a group/team.	Be able to have an input in working as a small team.		
	<b>HT1 (Sept-Oct)</b>	<b>HT2 (Nov-Dec)</b>	<b>HT3 (Jan-Feb)</b>	<b>HT4 (March-April)</b>	<b>HT5 (April-May)</b>	<b>HT6 (June-July)</b>	
<b>RE</b>	<b>Main Topics</b>	Topic 1: <b>Has science ditched God?</b>		Topic 2: <b>What is the future for religion?</b>	Topic 3: <b>Human rights and social justice?</b>		Topic 4: <b>Religion, peace and conflict</b>
	<b>Additional information</b>	<ul style="list-style-type: none"> <li>• What sort of truths are there?</li> <li>• What do scientists say?</li> <li>• Creation – Genesis</li> <li>• What are the alternative views to religious arguments for God?</li> <li>• Creation – the Big Bang</li> <li>• Creation – evolution</li> </ul>		<ul style="list-style-type: none"> <li>• What would the world be like without religion?</li> <li>• Secularism</li> <li>• What is Humanism?</li> <li>• Is there always conflict between religious and non-religious ideas?</li> <li>• Has religion become dangerous?</li> <li>• How has religion changed?</li> <li>• Religion and Internet</li> </ul>	<ul style="list-style-type: none"> <li>• What are human rights?</li> <li>• What is prejudice and discrimination?</li> <li>• Racism – a case study</li> <li>• Sexism – a case study</li> <li>• Ageism – a case study</li> <li>• Poverty and church responses – a case study</li> <li>• Attitudes to other religions</li> <li>• Liberation theology</li> </ul>	<ul style="list-style-type: none"> <li>• Why do wars happen?</li> <li>• What is Just War theory?</li> <li>• Religious responses to victims of war</li> <li>• Pacifism</li> <li>• Weapons of mass destruction</li> <li>• Violence protest and terrorism</li> </ul>	



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## Technology

Year 9 is organised with 4 modules in a year that the students have opted for they see 2 specialisms in the year. Organised into 9 week blocks.

Specialism 1 they see in module 1 and 3

Specialism 2 they see in module 2 and 4.

### Rationale for the organisation

This allows students to have had an in-depth experience in 2 areas before they are asked for their whole school GCSE option choices.

Food Technology	Textiles Technology	Resistant Materials	Graphics
<p><b>Food 1</b> Food Science</p> <p>A range of recipes with more advanced skills completed weekly. A focus on the function of ingredients and practical investigation</p>	<p><b>Textiles 1</b></p> <p>Textiles techniques and samples including;</p> <ul style="list-style-type: none"> <li>• Sublimation printing</li> <li>• Stencilling</li> <li>• Hand embroidery</li> <li>• Brusho</li> </ul>	<p><b>Resistant Materials 1</b></p> <p>Free standing picture frame with turning display. Precision wood joints made in natural timber; with construction created using hand tools and machinery. Hand painted finish.</p>	<p><b>Graphics 1</b></p> <p>Hand graphics used to develop TV and Film directors storyboarding layouts. Film camera angles explored, professional graphics techniques used. Careers linked to graphics industries discussed. CAD – Photoshop software used for Film / TV advertising.</p>
<p><b>Food 2</b></p> <p>Nutrition and Health</p> <p>A more advanced approach to nutritional needs. Weekly cooking to reflect the nutritional theory taught in lessons.</p>	<p><b>Textiles 2</b></p> <p>Construction of a garment which is wearable which includes a pocket and incorporates the embellishment techniques trialled in Textiles 1 Theory surrounding smart materials and emerging technologies</p>	<p><b>Resistant Materials 2</b></p> <p>Exterior metal product made for the garden, wind powered movement driving a mechanism. Aluminium sections, folded and fabricated. Environmental and sustainable issues covered in theory lessons.</p>	<p><b>Graphics 2</b></p> <p>Computer Graphics used to develop typography and advanced Photoshop skills developed for Image editing. Computer vector based software used to create commercial music merchandise. 3D Point of Sale displays for these concert items are made from compliant materials.</p>