

# Woodfield School Year 9 Curriculum 2018-19



## Overview of Year 9 Curriculum

*Woodfield School is a company limited by guarantee (company number 8905350, registered in England and Wales) that has its registered office at Woodfield School, Glenwood Avenue, Kingsbury, London, NW9 7LY*



	Autumn Term	Spring Term	Summer Term
English	<p><b>"Alternative Worlds"</b></p> <p>Year 9 study stories set in alternative worlds, including "Thief", "Bridge to Terabithia", "Alice in Wonderland" and "The Lion, the Witch and the Wardrobe.". The aim is to analyse the stories for character descriptions, plot development, and setting and to consider what is learned from the 'other worlds.' The pupils will participate in classroom discussions to show their understanding. The pupils will continue to develop their handwriting skills, grammar and punctuation, and extend their knowledge of spelling. The term will also include an in depth study of synthetic phonics provided by the Read, Write, Inc. (RWI) Phonics Programme.</p>	<p><b>"Romeo &amp; Juliet"</b></p> <p>This term pupils will study the Shakespeare's play, "Romeo and Juliet". They will follow the story through reading sections of the original play, reading a simplified version of the whole play, watching different film versions and acting out short scenes. They will learn to identify and describe the main characters, the plot development and the setting and they will complete a range of writing activities related to the play. They will continue to learn to form letters correctly, join handwriting and improve their reading by practising at home.</p>	<p><b>"Africa!"</b></p> <p>This term pupils will study the novel, "A Journey to Jo'burg" and the film "Out of Africa". They will learn to identify and describe the main characters, the plot development and the setting in both works. Each will complete a range of appropriately graded research and writing activities related to these works, and to other texts. Pupils will try to make sure that they use a range of punctuation and connectives correctly, and that through practice, their writing is becoming neater and more 'joined'.</p>
Maths	<p><b>"Measurement and Money"</b></p> <p>Each term, mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2 are studied. In the spring term, this will include: improving understanding of the number system and calculations' and increasing "mental maths" skills, improving measuring skills and increasing understanding of symmetry and data handling. There will be a special focus on Measurement and Money.</p>	<p><b>"Time, Shapes and Fractions"</b></p> <p>Each term, mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2 are studied. In the spring term, this will include: improving understanding of the number system and calculations' and increasing "mental maths" skills, improving measuring skills and increasing understanding of symmetry and data handling. There will be a special focus on Time, Shapes and Fractions.</p>	<p><b>"The World of Data"</b></p> <p>Mathematical concepts, knowledge and skills selected from the National Numeracy Strategy Teaching Programme level 2. This will include pupils: improving their understanding of the number system and calculations' and increasing their "mental maths" skills, improving practical skills in handling data (creating and interpreting different kinds of charts) and developing more understanding of sequences, patterns and ordinal numbers. There will be a special focus on Pictograms and Charts.</p>
Science	<p><b>"Acids &amp; Alkalis" and "Habitats"</b></p> <p>In this unit pupils: learn about acids and alkalis as classes of chemicals with distinct properties and uses; use indicators to classify solutions as acidic, alkaline or</p>	<p><b>"Properties of Materials"</b></p> <p>In this unit pupils learn: about the properties of different materials; applications of different materials; and the implications of the degradability of</p>	<p><b>"High Energy"</b></p> <p>In this unit of work pupils: are introduced to the concept of <i>energy</i> in the context of fuels as convenient and therefore valuable sources; consider the nature and origin of</p>

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	neutral; use the <i>pH scale</i> to compare the acidity and alkalinity of different solutions; and begin to explore neutralisation reactions. In addition they learn about habitats and how they vary; how plants and animals are adapted to live in a particular habitat; how plants and animals interact with their environment and with each other, including feeding relationships; about adaptations for feeding and how to link food chains to make webs. In scientific enquiry pupils: recognise hazards and use information sources to assess risks associated with acids and alkalis and investigate the effectiveness of different antacids, controlling appropriate variables.	materials. Some of the outcomes will be achieved using ICT, e.g. word processing and presentation, desktop publishing and graphic packages. In addition they investigate how light can be split using a prism to form a spectrum; Investigate reflection and refraction at a plane surface; measure and record angles; and make and test predictions about the path of light.	fossil fuels and renewable sources of energy and how their use has implications for the environment; consolidate and extend their ideas about energy resources for living things - food for people and sunlight for plants; link the energy resources to the role of the Sun as the ultimate source of most of the Earth's energy resources. In addition they will: learn about the structure and function of the human skeleton; the different types of joints; and how our muscles work. In scientific enquiry pupils: recognise hazards and take safety precautions and decide what variables are relevant and how to control these to make fair comparisons.
<b>PSHE</b>	<p><b>"Conflict"</b></p> <p>Pupils will explore the topic of conflict and ways of resolving it and is designed to be delivered through citizenship or RE. It looks at what conflict is and how it arises; what different religions teach about forgiveness; and the importance of these teachings in resolving conflict. It examines forgiveness through pupils' own examples as well as the examples of reconciliation offered by key historical figures and groups.</p>	<p><b>"Drugs.....Good or Bad?"</b></p> <p>Pupils will explore the topic of drug education and learn which commonly available drugs are legal or illegal, to recognise the risks in different situations and what makes a healthy lifestyle. They will begin to gain an understanding of what makes a healthy lifestyle as they gain a deeper understanding of the topics being covered.</p>	<p><b>"Leisure Activities"</b></p> <p>In this unit, pupils take responsibility for planning, devising and implementing ways of improving their school grounds. Using a planned process of survey, investigation, consultation, discussion and analysis (plan, do, review) they develop strategies that meet some of their school's needs and those of the wider community. Pupils will be introduced to a range of leisure activities and encouraged to express their preferences for what they do in their leisure time. Pupils will be introduced to the basic elements of managing their personal budget and to carry out transactions capably.</p>
<b>ICT</b>	<p><b>"Building on my Skills"</b></p> <p>Year 9 pupils do not take part in discrete ICT lessons. Instead, the ICT knowledge and skills they require are delivered in context across a wide spectrum of subject areas. Interactive whiteboard activities form an integral part of the majority of most lessons. Every curriculum area is well resourced with ICT equipment.</p>		

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Humanities	<p><b>"Expansion, Trade &amp; Industry"</b>                      This term's work is adapted from the unit 'Expansion, Trade and Industry': part of the Key Stage 3 National Curriculum Programme of Study. The unit explores the major social and economic changes that shaped the history of Britain and beyond. We focus on the living and working conditions of the rich and poor in this period of dramatic change. A wide variety of resources and resources are used to develop historical skills.</p>	<p><b>"Buddhism &amp; Sikhism"</b>                      Pupils learn that we all come from different faiths with an emphasis on empathy and understanding of those that are not the same as we are. We will do this through a more thorough study of the Buddhist and Sikh faiths learning about the beliefs, leaders, practices, symbols and festivals of each religion, and comparing and contrasting this to our knowledge from previous years' work.</p>	<p><b>"Rainforests"</b>                      The work undertaken this term is based upon the National Curriculum Scheme of Work for Key Stage 3 Geography. Specifically, this Unit is about the earth's main ecosystems and the climates that produce them. Pupils study a variety of sources about 3 ecosystems – learning and using keywords to describe them. The rainforest ecosystem is investigated in more detail to develop an understanding of its value and the risk to its existence.</p>
Design Technology	<p><b>"Clocks"</b>                      In year 9 Pupils build upon skills and knowledge already gained in their previous year. Pupils gain confidence in their own abilities and learn new skills. They are encouraged to experiment and enjoy working with new materials and disciplines. This project extends the pupils knowledge and skills in telling the time and the use of CAD/CAM. They will produce a clock using the E-kits clock program and then investigate different types of clocks available, look at aesthetics, produce initial ideas through brainstorming, modify and produce a final design using the 2D Design or CraftRobo CAD/CAM program to manufacture their clocks. The final stage is the application of a finish to enhance the smoothness of the surfaces created and apply the clock movements.</p>	<p><b>"Cars"</b>                      Pupils initially investigate different vehicles and are made aware of how a car works and its major components. Within this they will be reminded of Health and Safety issues such as Road Safety. Pupils will develop mathematical and ICT skills through collecting data, using tallies, spreadsheets and produce charts. Through a series of tasks pupils will make cars from a kit, assembling them independently. Using the Pro-Bot car, pupils will conduct a series of programming investigations that will produce a series of drawn geometric shapes.</p>	<p>Pupils who complete the <i>Cars</i> unit in Spring Term will undertake the <i>Preparing Balanced Meals</i> unit in Summer Term.</p>
Food Technology	<p><b>"My Own Meals"</b>                      In this module of work pupils prepare a variety of familiar foods, making a number of meals to improve their independence skills. Pupils will work safely</p>	<p><b>"Preparing Balanced Meals"</b>                      In this module pupils will be designing and making food with the importance of healthy eating. They will make choices based on the properties of different food</p>	<p>Pupils who complete the <i>Preparing Balanced Meals</i> unit in Spring Term will undertake the <i>Cars</i> unit in Summer Term.</p>

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	and be given the opportunity to evaluate how well the equipment helped them and make suggestions of how to make improvements.	and vegetables in order to design and make a series of balanced meals. Pupils investigate and taste different foods and develop a sensory vocabulary. The activities provide opportunities for pupils to apply hygienic practices and to use basic tools and equipment effectively and safely and to develop their own food products.	
<b>Music</b>	<p><b>"Exploring Rounds"</b></p> <p>This term pupils will develop their ability to sing and play music in two (or more) parts. They will explore the effects of two or more pitched notes sounding together – harmony. Pupils will experiment with clusters of pitched notes and discover which combinations are 'comfortable' (concord), and which 'clash' (discord). They will sing rounds and experiment with melodic ostinati to provide accompaniments and explore playing drones and single note accompaniments.</p>	<p><b>"Exploring Lyrics &amp; Melody"</b></p> <p>This term pupils will develop my ability to recognise, and use scales and create short melodies and accompaniments, finally composing their own song showing an awareness of the relationship between lyrics and melody.</p>	<p><b>"Performing Together"</b></p> <p>This term pupils will have the opportunity to take part in a class performance, building upon the ideas and skills of the previous years' work in Music.</p>
<b>Drama</b>	<p><b>"Alternative worlds"</b></p> <p>Pupils will learn to create their own worlds through imagination and devising</p>	<p><b>"Romeo &amp; Juliet"</b></p> <p>Pupils will explore the traditional and modern versions of this play. Physical Theatre and traditional Shakespearean acting will be studied.</p>	<p><b>"Africa"</b></p> <p>Pupils will role play within the context of the novel and perform parts of the story.</p>
<b>Dance</b>	<p><b>"Hip Hop &amp; Street dance"</b></p> <p>In Dance pupils will improve the consistency, quality and use of their skills, including the ability to stay in time with others and the music. They will learn a short directed dance sequence. They will then work in small groups to extend this sequence and create their own dance for performance in front of an audience.</p>	<p><b>"Dances from around the world"</b></p> <p>Pupils will learn about Folk dances from different cultures around the world including; traditional English country dancing, South American Capoeira and Japanese Kabuki dance. They will learn the history and significance of these dances and they will watch and perform their own interpretations of them.</p>	<p><b>"From Story to Dance"</b></p> <p>The topic for this term is "From Story to Dance". Pupils will learn to use movement to explore and communicate ideas, issues, feelings and thoughts. They will focus on creating characters and narrative through movement and gesture. The starting point for creating and performing a dance will be the text "Romeo and Juliet" which they studied in English last term. With</p>

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PE				reference to this work, pupils will also create some dance scenes from "West Side Story".
		<p><b>"Football &amp; Basketball"</b></p> <p>Pupils will learn the basic skills and rules associated with Football and Basketball. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game and performance situation. An emphasis will be placed on co-operative play and the development of social skills.</p>	<p><b>"Football, Basketball &amp; Hockey"</b></p> <p>Pupils will learn the basic skills and rules associated with Football, Basketball and Hockey. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game situation. An emphasis will be placed on co-operative play and the development of social skills.</p>	<p><b>"Cricket and Athletics"</b></p> <p>Pupils will develop their basic skills and learn more about the rules associated with Cricket and Athletics. Pupils will demonstrate their skills through individual and group based drills. They will take these skills and knowledge into a game situation. An emphasis will be placed on cooperative play and the development of social skills.</p>
French				
		<p><b>"Notre monde. A travers les continents"</b></p> <p>The topic for this term is based upon the QCA Scheme of Work for Languages at KS2. Pupils spend much of their time listening and speaking. They are encouraged to reproduce accurate sounds and engage in simple conversation. Reading and writing skills are encouraged. Opportunities are provided to learn about other people and so develop intercultural understanding. Each term's unit is adapted from QCA progress of units.</p>	<p><b>"Notre ville"</b></p> <p>In this unit children learn to name some francophone countries and some towns in France. The emphasis is on learning about life in France through a variety of visual and audio tools. Pupils learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. Pupils will learn some strategies for keeping a conversation going. Pupils revise the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language. Pupils will spend much of their time listening and speaking. They are encouraged to reproduce accurate sounds and engage in simple conversation. Reading and writing skills are encouraged. Opportunities are provided to learn about other people and to develop intercultural understanding.</p>	<p><b>"Vive le sport"</b></p> <p>In this unit children learn the names for some sports. They revise the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days. Children play familiar playground games. They follow simple instructions to play a game and learn how to talk about their favourite games. Pupils ask and answer questions about their favourite sports, hobbies and activities. Reading and writing skills are encouraged. Opportunities are provided to learn about other people and so develop intercultural understanding. Each term's unit is adapted from QCA programme of units. The topics we'll be focusing on this term are:</p> <ol style="list-style-type: none"> <li>1 <i>Les passetemps</i></li> <li>2 <i>Les vêtements: qu'est-ce que je porte.</i></li> </ol>

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Art	<p><b><i>"Design a cushion Cover"</i></b>                      This project will further develop the understanding and skills the pupils have previously gained. They will create a design for a cushion cover through exploring a range of themes that they are interested in. Pupils will use a wide range of materials to create different pieces of two dimensional work based on their chosen theme. They will develop their skills in hand stitching and explore how materials can be combined together. They will explore a range of textile techniques such as appliqué, tie and dye and will also paint their designs onto their cushions using fabric paint.</p>	<p><b><i>"Artist Study"</i></b>                      This project will further develop understanding and skills the pupils have previously gained. It builds upon their knowledge of materials, artist and approaches to thematic ways of working. Pupils use a wide range of materials to create different pieces of two dimensional works based on an artist work. These will include; oil and chalk pastels, water colours drawing inks and use computer programs. Pupils will look at the work of Contemporary Artists to develop skills and approaches which include the use of mixed media</p>	<p><b><i>"Ceramics &amp; Glass"</i></b>                      In this unit of work the pupils will investigate different types approaches, techniques and materials when learning about ceramics and stained glass windows. Pupils learn to use the scanner, import, edit and develop images using different art/image editing software. Also they will build upon their own ideas to create a stained glass window based upon previous project work. Pupils will also produce a repeated design that can be applied to selected sublimation printing processes such as a T shirt or a ceramic mug.</p>