

# The Avon Valley School – Year 9 Core Curriculum

\*Topics may slightly overlap school terms

	Autumn		Spring		Summer	
<b>English</b>	<p><b>AVS SHORT STORIES ANTHOLOGY:</b> students explore a diverse range of short stories focusing on the writer's craft. They have the opportunity to write creatively and analytically.</p>	<p><b>ANIMAL FARM:</b> students move from studying short stories to reading a modern novel exploring the symbiotic relationship between a text and the context in which it is set.</p>	<p><b>POWER AND CONFLICT POETRY:</b> students continue to develop their analytical skills through the exploration of different types of conflict portrayed in a selection of AQA poetry.</p>	<p><b>UNSEEN POETRY:</b> students further refine their analysis of poetry, practising the skills needed to respond personally and analytically to an unseen text.</p>	<p><b>AN INSPECTOR CALLS:</b> students study a modern play where themes including social responsibility, class and gender are explored, allowing students to question a number of key issues in society.</p>	
<p>Topics Below: All of these areas are delivered in small parts, and are no more than a couple of weeks in duration. All topics are interrelated and constantly refer to others. Each topic will consist of problem solving, challenge, and hence have a need for resilience. Alongside this is a constant need to recall basic facts and revisit older topics. All topics can be studied and practised on <a href="http://www.dr frostmaths.com">www.dr frostmaths.com</a></p>						
<b>Maths</b>	<p>Whole number and decimals Calculations Expressions Angles &amp; Polygons Formulae and functions</p>	<p>Constructions Handling Data</p>	<p>Fractions, Decimals &amp; Percentages Formulae &amp; Functions Equations</p>	<p>Formulae &amp; Functions Working in 2D and area Probability</p>	<p>Working in 2D- Area, Volume and Transformations Estimating Measures and accuracy Fractions, decimals and Percentages Graphs</p>	<p>Transformations Ratio and Proportion Handling Data</p>
<b>Science: Life Sciences</b>	<p><b>Atomic structure:</b> Students learn about atoms and subatomic particles, Isotopes and how electrons are arranged in atoms.</p>	<p><b>Cells in plants and animals:</b> Students learn about cell structures, cell division for growth and repair. Also, cell division for reproduction and cell differentiation.</p>	<p><b>Waves:</b> Students learn about transverse and longitudinal waves, energy transfer, Electromagnetic waves, reflection and refraction.</p>	<p><b>Systems in the human body:</b> Students learn about muscular and skeletal systems, aerobic and anaerobic respiration, as well as the circulatory system. Students also look at the nervous system, endocrine system and reflexes.</p>	<p><b>Plants and photosynthesis:</b> Students learn about photosynthesis, plant transport, the chromatography of chlorophyll in plants, and communicable diseases in plants.</p>	
<b>Science: Physical Sciences</b>	<p><b>Space:</b> Students learn about our solar system, stars and galaxies, gravity, weight and mass. Students also learn about satellites, space exploration, and day and night. <b>The Periodic Table:</b> Atoms in the modern periodic table. Development and properties of the periodic table and metals and non-metals.</p>	<p><b>Energy demands</b> Students learn about the main energy resources on Earth. Renewable and non-renewable resources, conservation of energy and calculating energy efficiency.</p>	<p><b>Forces and Energy changes:</b> Students learn about forces on objects and as vectors. Calculating gravitational potential energy, kinetic energy and elastic potential energy.</p>	<p><b>Structure and Bonding:</b> Students learn about chemical bonds in ionic compounds, simple molecules, giant covalent structures, polymers and metals. They also learn how to deduce formulae from common ions.</p>	<p><b>Magnetism and electromagnetism:</b> Students learn about attraction and repulsion, permanent and induced magnets and magnetic fields.</p>	

\*Single science and entry level - see curriculum page

<b>History L4L</b>	<b>Persecution - USA and Civil Rights and persecution:</b> the history of the USA and Black Civil Rights; looking at slavery, protest, corruption of power and rights and democracy.		<b>Dictatorships and rights persecution</b> Students learn about the interim period between the world wars and the rise of dictatorships in Germany, Russia and Italy. This will connect the problems with the end of WW1 to the inevitability of WW2 – using the core theme of power to analyse this transitional period.		<b>Rights and Persecution - The Holocaust and Modern Genocides</b> Students learn about the Holocaust and develop an understanding of the anti-Semitic policies and persecution in Nazi Germany and the Final Solution.
<b>Geography - L4L</b>	<b>Globalisation:</b> Students learn about globalisation, how it can bring benefits, disadvantages and sometimes has actions that can have unintended consequences.	<b>Middle East:</b> Students learn a detailed case study of the Middle East region, including physical and human features of the region.	<b>Natural resources - Can earth cope?:</b> Students learn about the importance of natural resources, the consequence of the exploitation of them, and how to manage them more sustainably.	<b>Rocks and geological timescales :</b> Students learn about the geological timescale, main rock types and human interaction with rock landscapes such as quarrying.	<b>Coastline of the UK:</b> Students learn about the coastline of the UK, how it is shaped, and how it shapes human behaviour.
<b>Computing - L4L</b>	<b>In Year 9, Computing students will spend their L4L lessons completing a range of activities as they work towards completing ‘The Inspiring Digital Enterprise Award’. This award, which is recognised by colleges and universities, gives students the opportunity to develop digital, enterprise and employability skills. To achieve the Bronze Award students must achieve 250 points by completing challenges in each of the following categories;</b>				
	<b>Citizen</b> iDEA Citizen Badges help you learn digital awareness, safety and ethics.	<b>Maker</b> iDEA Maker Badges are all about digital creativity and show you how to build and make in the digital world.	<b>Worker</b> iDEA Worker Badges teach you tools and techniques which are useful in the workplace, and employability skills.	<b>Entrepreneur</b> iDEA Entrepreneur Badges help you learn how to originate ideas and bring them to life.	The summer term will be used to ensure that students have completed enough badges in each of the areas and that they have the necessary points to achieve the bronze award. Those that are able to complete the bronze award early will be able to start working on tasks towards the silver award.
<b>DT - Textiles - L4L</b>	<b>Hundertwasser Lollipop wreaths:</b> Students will research and analyse the work of the Austrian visual artist Friedrich Hundertwasser. Students will then develop mood boards and experiment with their own designs. Research Friedrich Hundertwasser Analyse Hundertwasser’s artistic style Develop Hundertwasser inspired Moodboards Recreate Hundertwasser Art Design and Annotate Hundertwasser LolliPOP inspired trees Practical outcome - Create a 3D Hundertwasser inspired LolliPOP Wreath using Textile & craft skills Project Reflection				
<b>DT - Catering - L4L</b>	<b>Tutti Frutti Smoothies:</b> Students will work on a graphics project based around smoothies, looking at how to create healthy drinks along with designing and marketing products. Introduction to the hospitality and catering industry. Recall of the five food groups, nutrients found in each, and the job they do in the body. Developing accuracy in weighing, measuring and presentation techniques. Cooking more complex dishes, whilst developing accuracy, precision and confidence. Recognising hazards and assessing risks independently.				
<b>DT - Product Design - L4L</b>	<b>Design Inspiration - Thinking outside the box:</b> This project is centred around one of the most sought after employment routes in Design & Technology. Students focus on looking at where architects gather their inspiration from when designing houses and other forms of architecture. Students are set design assignments based around a certain image, and asked to then use it to inspire them to turn it into an architectural piece. Students learn drawing skills, shading skills, and how to use their imagination when designing.  <b>Use of Computer Aided Design to produce an end outcome:</b> This project requires the students to learn to use Techsoft 2D design, a computer aided design program, enabling them to design their own keyring. The students then watch how the design can be transferred to a laser cutter, and made into an end product.				

	Students learn about activities such as outwitting opponents, accurate replication, safe exercise, maximum performance, orienteering/team building/coaching, team building and coaching.					
<b>Core PE</b>	<p><b>Games:</b> Students learn to improve their level of individual skill and tactical awareness, as well as the principles of attack and defence in a range of indoor and outdoor games activities.</p> <p>Students perform skills in progressive practices and small game situations to maximise understanding and personal application.</p>		<p><b>Gym and Trampolining:</b> Students learn the principles of body tension and learn basic gymnastic skills and movements, which are then transferred onto the trampoline. In both areas, students have to create, adapt and perform an individual routine showcasing their level of skill.</p>		<p><b>Athletics/Safe Exercise/Orienteering:</b> Students are encouraged to implement the safe principles of exercise and then try to maximise their performance in the athletic disciplines. Here they are encouraged to achieve personal bests in all activities by applying techniques learnt, alongside the motivation to improve.</p> <p>In orienteering, students develop the ability to map read, and to do so under increased pressure via various competitive orienteering challenges.</p>	
<b>Arts Award - Performing Arts Dance Drama Music Art</b>	<p><b>Explore the arts as a participant:</b> Students participate in an art form workshop, developing knowledge and understanding of this art form. Students will be reflecting on their progress: Dance - How to become a successful performer (physical and expressive skills) whilst learning a performance piece. Drama - Devising skills, theatrical styles and technical theatre.</p>	<p><b>Explore the arts as an audience member:</b> Students will experience an arts event by watching a performance. They will reflect on the quality of the event, and share their opinions of the performance by writing a review.</p>	<p><b>Arts inspiration:</b> Students develop their researching skills as they research an artist, craftsperson or arts practitioner. They are then required to present what they have learnt from their research, sharing key information about the person's arts practice, career, life and work.</p>		<p><b>Arts skills share - passing on arts skills to others:</b> Students will take on the responsibility of creating and planning their own arts skills workshop. They will then deliver the workshop to their participants, and reflect on how well it went.</p>	
<b>Adventure Youth Service</b>	<p><b>First Aid:</b> Students will learn about different jobs involving First Aid. <b>Service:</b> Students will learn about different jobs involved in Forests and local woods, as well as job roles in gardening. <b>Rambling:</b> Exploring the National Trust and learning the Country Code. Students take part in a five-mile ramble.</p>		<p><b>Cookery:</b> Students will cook a three-course meal on an open fire, serve the food and wash up. <b>Roadcraft:</b> Theory and assessment of keeping safe as a pedestrian, cyclist and knowing the Junior Highway Code. Students will also learn basic cycle maintenance.</p>		<p><b>Interests:</b> A practical unit where students pursue particular interests for 3 months. <b>Campcraft:</b> Students learn how to look after themselves, including how to maintain their hygiene and safety, and how to pack their camping equipment. <b>Shield:</b> A unit of work about the codes of life. Students make a shield, demonstrating the codes of life that help people decide how to live their lives.</p>	
<b>PSHE &amp; Religious</b>	<b>Creating opportunities</b>	<b>How does the media affect me?</b>	<b>What makes me the person I am?:</b> Culture/religion/society.	<b>Global Charities:</b> Religious perspectives of charity.	<b>Sex and Relationships</b>	<b>Origins of religion:</b> Religious perspectives on Moral issues.
<b>Statistics</b>	<p><b>1. The Collection of Data</b> Types of data: Collecting Data:</p>	<p><b>1. The Collection of Data</b> Sampling methods</p>	<p><b>2. Processing and Representing Data</b> Charts and Tables Graphical Representations</p>	<p><b>2. Processing and Representing Data</b> Comparative Representations</p>	<p><b>3. Summarising Data</b> Calculating Averages (including grouped frequency) Representing Data (Tabulation)</p>	<p><b>3. Summarising Data</b> Calculating Dispersion</p>