

# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A: curves, circles and spirals (PDB) drawing	TERM 1B: curves, circles and spirals/clay	TERM 2A: research and development skills/organic forms	TERM 2B: critical study layout & presentation	TERM 3A: organic forms in colour	TERM 3B: mini 3D project organic forms
Foundation 3D Design	KNOWLEDGE DOMAIN	Students learn how to effectively research and develop critical and contextual skills. Students learn the technical skills of basic lighting and composition in camera to develop their photography resources They utilise this as a means of gathering ideas and making a 'personal response. Drawing workshops based on paper sculpture teach about the formal elements of Art and Design.	Students explore and understand the process of design for 3D work and create a series of small scale ceramic pieces inspired by curves, circles and spirals. Students learn about designing for 3D development and utilising critical and contextual understanding to develop their ideas. Students understand and apply the processes of hand building, coiling and modelling to produce a final ceramic piece.	Students learn how to develop observations drawing to investigate artists work/cultural links: Student develop observational drawing skills through exploration of a range of black and white media: Students build their understanding of working in wet media and exploring key processes and techniques to develop detail and sensitivity within their recording.	Students learn how to bring together research and presentation skills to create artist's sketchbooks. They appreciate the importance of critical and contextual reference and utilise this to develop their own ideas into clay.	Students undertake a series of colour media workshops informed by artists and own photography to broaden their understanding of colour media. Students learn how to use embossed papers and textures to create grounds and develop interesting sketchbook presentation ideas.	Students learn how to use ceramic materials to record ideas directly into three dimensions to build their range of approaches to observational work. They utilise their exploration of 3D artists to develop their knowledge and understanding of decorative techniques to capture, surface texture, pattern and detail.
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Artists &amp; photographers research/critical and contextual skills.</li> <li>Moodboard layout and presentation within sketchbooks/design sheets.</li> <li>How to annotate ideas and explain inspiration.</li> <li>Lighting and composition skills linked to photographers. Introduction to paper</li> </ul>	<ul style="list-style-type: none"> <li>Designing and making maquettes</li> <li>Hand building, modelling, finishing.</li> <li>Developing ideas into 3d work.</li> <li>Development of relief techniques and processes.</li> <li>Coiling and construction on a larger scale inspired by curves, circles and spirals in design.</li> </ul>	<ul style="list-style-type: none"> <li>Key 3D artists, photographers, cultures and art movements inspired by natural forms across time line.</li> <li>Exploration of how to interpret theme to produce a personal response. Creating moodboard, combining critical and contextual reference.</li> <li>Development and refinement of observational</li> </ul>	<ul style="list-style-type: none"> <li>Research gathering and deepening understanding of biographical and contextual reference</li> <li>Analysis and the formal elements Creating artists pastiches and accompanying comparative analysis using subject specific language and terminology.</li> <li>Working in the style of to emulate artists</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of tonal colour pencil techniques inspired by botanical illustrators.</li> <li>Glazing, blending and mark making to create tonal value, texture and detail in colour.</li> <li>Water colour wash techniques including layering, wet onto wet, wet onto dry to refine detail and sensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation using 3D materials.</li> <li>Recording form and dimension straight into 3D to establish basic form. Informed by Mary O'Malley, Kate Mallone, Angelica Pozzo, Alice Ballard Munn and Michael Sherrill.</li> <li>High and low relief techniques, impressing, carving and incising.</li> </ul>

		<p>sculpture: shape and form.</p> <ul style="list-style-type: none"> <li>• Drawing workshops on small &amp; large scale.</li> <li>• Exploration of tone, marking making within application of BW media.</li> </ul>		<p>drawing using a range of BW/COLOUR media to investigate 3D Artists and designers.</p> <ul style="list-style-type: none"> <li>• Depiction of natural forms in different cultures; exploration of style, pattern and repetition of natural forms.</li> </ul>	<p>ideas and show understanding.</p> <ul style="list-style-type: none"> <li>• Observational drawings inspired by artists depiction of theme to develop ideas from own photography and CCL.</li> <li>• Development of ideas for sketchbook work in preparation for design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Oil pastel media exploration; (Use of complementary contrast</li> <li>• Printed papers workshops using textured and embossed papers to create printed surfaces</li> <li>• Exploration of collograph and mixed media artists Printed papers and layering to create backgrounds for sketchbook development and observational work.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about glazing, oxides, painting and colour application techniques and processes.</li> <li>• Students understand bisque firing and glaze firing processes.</li> </ul>
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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A: curves, circles and spirals (PDB) drawing	TERM 1B: curves, circles and spirals/print	TERM 2A: research and development skills/organic forms	TERM 2B: critical study layout & presentation	TERM 3A: organic forms in colour	TERM 3B: mini 3D project organic forms
Art & Design	KNOWLEDGE DOMAIN	Students learn how to effectively research and develop critical and contextual skills. Students learn the technical skills of basic lighting and composition in camera to develop their photography resources. They utilise this as a means of gathering ideas and making a 'personal response'. Drawing workshops based on paper sculpture teach about the formal elements of Art and Design.	Students explore and understand the process of design for print and create a series of repeat prints. Students learn about composition development and utilising critical and contextual understanding to develop their ideas. Students understand and apply the processes used to create multi coloured prints using stencils and reduction printing	Students learn how to develop observations drawing to investigate artists work/cultural links: Student develop observational drawing skills through exploration of a range of black and white media: Students build their understanding of working in wet media and exploring key processes and techniques to develop detail and sensitivity within their recording	Students learn how to bring together research and presentation skills to create artist's sketchbooks. They appreciate the importance of critical and contextual reference and utilise this to develop their own idea	Students undertake a series of colour media workshops informed by artists and own photography to broaden their understanding of colour media. Students learn how to use embossed papers and textures to create grounds and develop interesting sketchbook presentation ideas	Students learn how to use ceramic materials to record ideas directly into three dimensions to build their range of approaches to observational work. They utilise their exploration of 3D artists to develop their knowledge and understanding of decorative techniques to capture, surface texture, pattern and detail.
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Artists & photographers research/critical and contextual skills.  Mood board layout and presentation within sketchbooks/design sheets.  How to annotate ideas and explain inspiration.  Lighting and composition skills linked to photographers. Introduction to paper sculpture: shape and form.	Positive and negative/balance and contrast, counter change – weight and thickness of line.  Exploration of print makers and cultures utilised to inform design process.  Developing ideas into black and white initial design ideas through to final. Building understanding composition, design skills	Key artists, photographers, cultures and art movements inspired by natural forms across timeline.  Exploration of how to interpret theme to produce a personal response. Creating mood board, combining critical and contextual reference.  Development and refinement of observational drawing using a range of BW	Research gathering and deepening understanding of biographical and contextual reference  Analysis and the formal elements Creating artists pastiches and accompanying comparative analysis using subject specific language and terminology.  Working in the style of to emulate artists ideas and show understanding.	Exploration of tonal colour pencil techniques inspired by botanical illustrators.  Glazing, blending and mark making to create tonal value, texture and detail in colour.  Water colour wash techniques including layering, wet onto wet, wet onto dry to refine detail and sensitivity.	Working from direct observation using 3D materials.  Recording form and dimension straight into 3D to establish basic form. Informed by Mary O'Malley, Kate Mallone, Angelica Pozzo, Alice Ballard Munn and Michael Sherrill.  High and low relief techniques, impressing, carving and incising.

		<p>Drawing workshops on small &amp; large scale. Exploration of tone, marking making within application of BW media.</p>	<p>and ability to review and refine.</p> <p>Development of directional cut work and mark making to translate ideas into print.</p> <p>Stencil/reduction print technique and process. Developing repeat pattern on a small scale.</p> <p>Consideration of building up colour ways linked to artists.</p>	<p>media to investigate artists work/cultural links:</p> <p>Depiction of natural forms in different cultures; exploration of style, pattern and repetition of natural forms</p>	<p>Observational drawings inspired by artists depiction of theme to develop ideas from own photography and CCL.</p> <p>Development of ideas for sketchbook work</p>	<p>Oil pastel media exploration; (Use of complementary contrast</p> <p>Printed papers workshops using textured and embossed papers to create printed surfaces</p> <p>Exploration of collograph and mixed media artists Printed papers and layering to create backgrounds for sketchbook development and observational work</p>	<p>Learn about glazing, oxides, painting and colour application techniques and processes.</p> <p>Students understand bisque firing and glaze firing</p>
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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Social Sciences - Business	KNOWLEDGE DOMAIN	<b>Starting a Business</b> <ul style="list-style-type: none"> <li>Purpose of Business</li> <li>Factors of Production</li> <li>Sectors of Industry</li> <li>Business Ownership – sole traders, partnerships and limited companies</li> </ul>	<b>Starting a Business</b> <ul style="list-style-type: none"> <li>Aims and Objectives of business</li> <li>Stakeholders</li> <li>Location</li> <li>Business Plans</li> </ul>	<b>Introduction to Marketing</b> <ul style="list-style-type: none"> <li>Market Research</li> <li>Market Segmentation</li> <li>Market Mapping</li> <li>Marketing Mix</li> </ul>	<b>Introduction to Marketing</b> <ul style="list-style-type: none"> <li>Marketing Mix (Product, Price, Place &amp; Promotion)</li> </ul>	<b>Introduction to finance</b> <ul style="list-style-type: none"> <li>Costs, Revenue &amp; profit</li> <li>Sources of finance</li> <li>Cash Flow</li> </ul>	<b>Introduction to Recruitment</b> <ul style="list-style-type: none"> <li>The recruitment &amp; Selection process</li> <li>Training &amp; Motivation</li> </ul> <b>Intro to Operations Management</b> <ul style="list-style-type: none"> <li>Job, Batch &amp; Flow production</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Confident and accurate use of subject specific vocabulary  Explanation and analysis	Application of theoretical knowledge to case studies and the real world  Entrepreneurial skills	Confident and accurate use of subject specific vocabulary  Explanation and analysis	Teamwork skills developed through a group project  Communication and presentation skills	Numeracy skills applied to finance Problem solving	Confident and accurate use of subject specific vocabulary  Explanation and analysis

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Drama	KNOWLEDGE DOMAIN	Holidays	Holidays	Live Theatre Evaluation	Live Theatre Evaluation	Exam set text exploration <i>An Inspector Calls</i>	Exam set text exploration <i>An Inspector Calls</i>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Devising from a stimulus – Holidays.</p> <p>Exploration of different genres &amp; techniques surrounding theme of 'Holidays'.</p> <p>Developing characterisation skills.</p> <p>Performing. Analysing</p>	<p>Devising from a stimulus – Holidays.</p> <p>Exploration of different genres &amp; techniques surrounding theme of 'Holidays'.</p> <p>Developing characterisation skills.</p> <p>Performing.</p> <p>Analysing.</p> <p>Whole class performance in Saffron Hall.</p> <p>Evaluation of final performance.</p>	<p>Watch a piece of 'Live Theatre'.</p> <p>Analyse key moments for acting, costume, set, costume, lighting and sound.</p> <p>Students form own opinions about effective and ineffective moments of the performance.</p> <p>Learn how to structure &amp; write an 'Evaluation of Live Theatre'.</p> <p>Year 9 exam – Evaluation of live theatre.</p>	<p>Watch a piece of 'Live Theatre'.</p> <p>Analyse key moments for acting, costume, set, costume, lighting and sound.</p> <p>Students form own opinions about effective and ineffective moments of the performance.</p> <p>Learn how to structure &amp; write an 'Evaluation of Live Theatre'.</p> <p>Year 9 exam – Evaluation of live theatre</p>	<p>Read/explore script.</p> <p>Practical exploration of the themes and characters in the script.</p> <p>Scripted performance of an extract of the script.</p>	<p>Read/explore script.</p> <p>Practical exploration of the themes and characters in the script.</p> <p>Scripted performance of an extract of the script</p>

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Computer Science	KNOWLEDGE DOMAIN	<b>Programming</b> <ul style="list-style-type: none"> <li>Python Syntax</li> <li>Programming concepts are understood and used correctly in programs, input, output, variables, for, while, if-elif –else.</li> <li>Program design methods are understood and used to design programs.</li> <li>Pupils are able to debug code</li> </ul>	<b>Data Representation</b> <ul style="list-style-type: none"> <li>Understand conversion between number bases</li> <li>Understand units of measurement for information</li> <li>Understand the use of character sets like ASCII and Unicode</li> </ul>	<b>Physical Computing</b> <ul style="list-style-type: none"> <li>Python Syntax</li> <li>Pupils being able to identify and create their own event driven programs</li> <li>Learning to use subroutines in</li> <li>Being able to use LEDs and buzzers in an electrical circuit</li> <li>Understanding the purpose of resistors in an electrical circuit</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>Python Syntax</li> <li>Programming concepts are understood and used correctly in programs, For and while loops</li> <li>Use of program design methods</li> <li>Pupils are able to debug code</li> </ul>	<b>Cyber Security</b> <ul style="list-style-type: none"> <li>Understand and identify the different types of malware</li> <li>Pupils understand what social engineering is and can identify the different types</li> <li>Pupils are aware of ways to prevent cyber attacks</li> </ul>	<b>Databases</b> <ul style="list-style-type: none"> <li>Pupils understand the use of databases</li> <li>Pupils can apply their understanding to be able to design databases for different scenarios.</li> <li>Pupils learn how to use MS Access</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<b>Computational thinking skills</b> <ul style="list-style-type: none"> <li>Decomposition</li> <li>Abstraction</li> <li>Algorithmic thinking</li> <li>Pattern recognition</li> <li>Generalisation</li> <li>Debugging</li> </ul> <b>Programming skills</b>	<ul style="list-style-type: none"> <li>Binary, hexadecimal &amp; denary conversion</li> <li>Binary addition and Binary shifts</li> <li>File size calculation for image and sound</li> </ul>	<b>Computational thinking skills</b> <ul style="list-style-type: none"> <li>Decomposition</li> <li>Abstraction</li> <li>Algorithmic thinking</li> <li>Pattern recognition</li> <li>Generalisation</li> <li>Debugging</li> </ul> <b>Programming skills</b>  <b>Putting together physical components</b>	<b>Computational thinking skills</b> <ul style="list-style-type: none"> <li>Decomposition</li> <li>Abstraction</li> <li>Algorithmic thinking</li> <li>Pattern recognition</li> <li>Generalisation</li> <li>Debugging</li> </ul> <b>Programming skills</b>	<ul style="list-style-type: none"> <li>Describing</li> <li>Analysing</li> <li>Explaining</li> </ul>	<b>Using Microsoft Access</b> <ul style="list-style-type: none"> <li>Create relational databases with tables</li> <li>Create forms to insert data</li> <li>Create queries to interrogate the data</li> </ul>

Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Digital Information Technology	KNOWLEDGE DOMAIN	<b>Interfaces</b> <ul style="list-style-type: none"> <li>• Good design principles</li> <li>• Accessibility</li> <li>• Ease of use</li> <li>• Creation</li> </ul>	<b>Interfaces 2</b> <ul style="list-style-type: none"> <li>• Learning a new tool for interface design</li> </ul>	<b>Spreadsheets</b> <ul style="list-style-type: none"> <li>• Be able to explain why we use Spreadsheets</li> <li>• Understand the need for analysing data</li> </ul>	<b>Report writing skills</b> <ul style="list-style-type: none"> <li>• Using word and its full functionality</li> </ul>	<b>Project work</b> <ul style="list-style-type: none"> <li>• Combining all knowledge learnt.</li> </ul>	<b>Project work</b> <ul style="list-style-type: none"> <li>• Combining all knowledge learnt</li> <li>• Extending knowledge to include image editing</li> <li>• Improving work</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Identify good practise of interface design</li> <li>• Design interfaces for different users</li> <li>• Using PowerPoint to create a kiosk interface</li> </ul>	<ul style="list-style-type: none"> <li>• Using different software to create interfaces</li> <li>• Comparing 2 interface design applications</li> <li>• Evaluating the interface design tools</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis using formulae and functions</li> <li>• Create visual representation of data</li> <li>• Construct a dashboard to summarise a data set</li> </ul>	<ul style="list-style-type: none"> <li>• Use of cover page</li> <li>• Use of contents page</li> <li>• Setting headings</li> <li>• Using images</li> </ul>	<ul style="list-style-type: none"> <li>• Using all the skills learnt throughout the course</li> <li>• Peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Image editing using adobe</li> <li>• Summarising</li> <li>• Evaluating</li> </ul>



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Year 9 Perspective and Identity		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE DOMAIN	<b>Creative Writing</b> <b>Wider reading focus: diverse literary shorts</b>	<b>The Novel: American Greats (To Kill a Mockingbird or Of Mice and Men)</b>	<b>Writer's Viewpoints and Perspectives: Science and Technology</b>  <b>Wider reading focus: Great American playwrights</b>	<b>Poetry: Identity</b>	<b>Much Ado About Nothing</b>  <b>Wider reading focus: Delightful Dickens</b>	<b>The World of Work: You're Hired!</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>To communicate clearly, effectively and imaginatively, organising writing for different audiences and purposes.</p> <p>To use a range of vocabulary, sentencing and punctuation effectively.</p>	<p>Argument: To read, understand and respond to texts, creating a cohesive argument.</p> <p>Analysis: To analyse the language, form and structure used by a writer to create meanings and effects</p> <p>Context: To show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Argument: To understand the argument of a writer, and their perspectives, in light of context.</p> <p>Analysis: Analyse how writers use language and structure for effect.</p> <p>Comparison: Compare writers' ideas and perspectives and how they are conveyed.</p>	<p>Argument: To read, understand and respond to texts, creating a cohesive argument.</p> <p>Analysis: To analyse the language, form and structure used by a writer to create meanings and effects.</p>	<p>Argument: To read, understand and respond to texts, creating a cohesive argument.</p> <p>Analysis: To analyse the language, form and structure used by a writer to create meanings and effects</p> <p>Context: To show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>To communicate clearly, effectively and imaginatively, organising writing for different audiences and purposes.</p> <p>To use a range of vocabulary, sentencing and punctuation effectively.</p> <p>To review and edit work successfully.</p> <p>To develop confident skills in oracy, communicating with clarity, fluency and intonation.</p>

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A Volcanic Hazards	TERM 1B Volcanic Hazards (Cont)	TERM 2A Why are we Divided?	TERM 2B Geology of the UK	TERM 3A Geology of the UK (Cont)	TERM 3B The Almighty Dollar
Humanities - Geography	KNOWLEDGE DOMAIN	<p>What is a natural hazard?</p> <p>Why do people live near to volcanoes?</p> <p>What is the structure of the earth?</p> <p>What is continental drift?</p> <p>What are the three types of plate margins and which hazards do they create?</p> <p>What are the types of volcanoes?</p>	<p>What would be the impact of a super eruption?</p> <p>Why can the same type of volcanic eruption, cause different levels of destruction?</p> <p>What is conflict?</p> <p>How is conflict relevant to me on a local scale?</p> <p>What are the causes of conflict?</p>	<p>What are the impacts of conflict on geography?</p> <p>What are the impacts of geography on conflict?</p> <p>What is the impact of conflict on development?</p> <p>How can conflicts be resolved?</p>	<p>What is geology?</p> <p>What are the types of rocks and how do they form?</p> <p>What are minerals and how can we identify them?</p> <p>What is the geology of the UK?</p> <p>How old is our Earth?</p> <p>What is the geological history of Britain?</p> <p>Why are the dinosaurs' dead? How fast did the dinosaurs run?</p>	<p>Why are there dinosaurs in the Isle of Wight?</p> <p>How did the ice age impact the UK's landscape?</p> <p>How does the dollar hold the world together?</p> <p>Why is a radio so cheap and is this a good thing?</p> <p>Why do we trade?</p> <p>Does free trade mean fair?</p> <p>Why is China the workshop of the world and is this a good thing?</p> <p>What does China gain from the dollar?</p>	<p>Should Nigeria welcome Chinese investment?</p> <p>How is India chasing dollars?</p> <p>Why can't women save?</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND	<p><b>Literacy Skills</b></p> <p>Understanding of key terminology.</p>	<p><b>Literacy Skills</b></p> <p>Understanding of key terminology.</p>	<p><b>Literacy Skills</b></p> <p>Understanding of key terminology.</p>	<p><b>Investigative Skills</b></p> <p>Identifying rocks and minerals using specialised equipment</p>	<p><b>Map Skills</b></p> <p>Reading and interpreting maps.</p>	<p><b>Map Skills</b></p> <p>Reading and interpreting maps.</p>

	<p>ENQUIRIES TAUGHT THIS HALF TERM</p>	<p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p><b><u>Debating Skills</u></b></p> <p>Planning and delivering a debate in groups.</p> <p>Presentation and group work skills.</p> <p>Appreciation of different stakeholders.</p>	<p><b><u>Annotation Skills</u></b></p> <p>Drawing diagrams with annotations.</p> <p><b><u>Debating Skills</u></b></p> <p>Planning and delivering a debate in groups.</p> <p>Presentation and group work skills.</p> <p>Appreciation of different stakeholders.</p>	<p><b><u>Annotation Skills</u></b></p> <p>Drawing diagrams with annotations.</p> <p><b><u>Debating Skills</u></b></p> <p>Planning and delivering a debate in groups.</p> <p>Presentation and group work skills.</p> <p>Appreciation of different stakeholders.</p>	<p>and samples.</p> <p><b><u>Graph Skills</u></b></p> <p>Reading and interpreting a range of graphs.</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p>Collaborative group work.</p> <p><b><u>Annotation Skills</u></b></p> <p>Drawing diagrams with annotations.</p> <p><b><u>Numeracy Skills</u></b></p> <p>Using 'big' numbers in terms of geological history.</p>	<p>Using an Atlas.</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p>Reading and understanding articles/longer texts.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p>Collaborative group work – the trade game.</p>	<p>Using an Atlas.</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p>Reading and understanding articles/longer texts.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p>Collaborative group work – the trade game.</p>
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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - French	KNOWLEDGE DOMAIN	<p><b>Sport and Freetime</b></p> <ul style="list-style-type: none"> <li>Revision of classroom language</li> <li>Talking about what sports/ instruments you play</li> <li>Describing what you do in your free time</li> <li>To learn to ask questions</li> <li>To describe where they go in their free time</li> <li>Giving opinions on their free time interests</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Imperatives – écoutez!</li> <li>regular present tense verbs – er/ ir/ re</li> <li>irregular present tense verbs – être/ avoir</li> <li>faire + du/ de la / de l'/ des</li> <li>aller + au/ à la/ à l'/ aux</li> <li>negatives e.g. ne..pas etc.</li> <li>interrogatives – asking questions</li> </ul>	<p><b>Past and future visits</b></p> <ul style="list-style-type: none"> <li>Talking about different places you have visited/will visit</li> <li>Describing what you did/will do there</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Perfect tense with avoir/etre</li> <li>Near future</li> <li>Simple future</li> </ul>	<p><b>Film, TV and cinema</b></p> <ul style="list-style-type: none"> <li>Invitations to the cinema –film types and simple opinions</li> <li>Sophisticated language for describing films</li> <li>Describing a film you have seen</li> <li>Film review - critique of a film</li> <li>Comparing cinema to watching a DVD at home</li> <li>Saying what kind of television programmes you watch and how often you watch television</li> <li>Pros and cons of television</li> <li>Talking about programmes you used to watch</li> <li>Talking about things you used to do</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Est-ce que tu veux/ est-ce que tu voudrais/ est-ce que tu as envie de..</li> <li>Opinion phrases, intensifiers and adjectives</li> <li>je viens de + infinitive</li> </ul>	<p><b>Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>Asking where shops are</li> <li>Describing what you can buy</li> <li>Describing clothes – colours, adjectives, materials</li> <li>Describing what you might wear at a special occasion</li> <li>Dialogues in clothes shop</li> <li>Describing what people used to wear in the past</li> <li>Describing what you would like to wear</li> <li>Shop signs</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Où est/ Je cherche + noun</li> <li>Opinions</li> <li>On peut + infinitive</li> <li>y</li> <li>Adjectival agreements</li> <li>Imperfect</li> <li>Conditional</li> <li>Si clause – Si + imperfect + conditional</li> </ul>	<p><b>Home Town and Daily Routine</b></p> <ul style="list-style-type: none"> <li>Learning about Haiti</li> <li>Describing your town/ region</li> <li>Saying what there is/ what you can do</li> <li>Learning about the different jobs that people do</li> <li>Describing what things are necessary for happiness</li> <li>Talking about future hopes</li> <li>Detailing where you would like to live and why</li> <li>Talking about your daily routine</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>On peut voir</li> <li>il est possible de + infinitive</li> <li>il faut + infinitive</li> <li>il faudrait + infinitive</li> <li>Expressions of quantity with de</li> <li>Je voudrais/ j'espère/ je vais/ je veux + Infinitive</li> <li>Future Tense including common irregular verbs</li> <li>Conditional Tense including common irregular verbs</li> </ul>	<p><b>Music and Festivals</b></p> <ul style="list-style-type: none"> <li>Describing where and why you listen to music</li> <li>Examining how music is used in different medias</li> <li>Giving opinions on French music</li> <li>Looking at the biography of a band or artist</li> <li>Looking at different festivals in France</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>pour + infinitive</li> <li>opinions and adjectives</li> <li>full paradigm of vouloir</li> <li>Revision of present, past and future tenses</li> </ul>

			<ul style="list-style-type: none"> <li>• passive – le film est basé sur/ le film était réalisé</li> <li>• le film m'a fait + verb</li> <li>• le film m'a rendu + adjective</li> <li>• language of comparison</li> <li>• adverbs of frequency – rarement, de temps en temps etc</li> <li>• Direct pronouns – je l'ai trouvé</li> <li>• Imperfect</li> <li>• Practise of present, past and future</li> </ul>		<ul style="list-style-type: none"> <li>• Revision of present tense including irregular verbs</li> <li>• Full paradigm of reflexive verbs</li> <li>• Après avoir/ après être/ après s'être + Past participle</li> <li>• Avant de + infinitive</li> </ul>	
<p><b>Students will continue to embed their knowledge of French phonics. Phonemes will be revisited as required to ensure students are developing accurate and confident pronunciation.</b></p>						
SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Exploring French culture and France as a country</li> <li>• Dictionary skills</li> </ul>	

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COUNTY HIGH SCHOOL

Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - German	KNOWLEDGE DOMAIN	<p><b>Mein Leben als ein Teenager</b></p> <ul style="list-style-type: none"> <li>Revision of classroom language</li> <li>Introducing ourselves and revision of basic personal information</li> <li>Discussing how we use technology in our lives</li> <li>Discussing social networks and how we use them</li> <li>Debating the pros and cons of social networks</li> <li>Describing what you and others look like and are like as a person</li> <li>Describing relationships with friends and family</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>All forms of key verbs haben/sein</li> <li>Regular present tense verbs, including some reflexive and separable verbs.</li> <li>Word order after weil, wenn and dass</li> <li>um...zu</li> <li>some model verbs</li> <li>Perfect (past) tense</li> <li>Possessive pronouns (my, yours, ours etc)</li> </ul>	<p><b>My area, getting about and local festivals</b></p> <ul style="list-style-type: none"> <li>Saying where we are from and where we live</li> <li>Describing our town and giving our opinion</li> <li>Saying where there is to do with 'man kann'</li> <li>Asking questions and giving directions</li> <li>Learning how to use local public transport</li> <li>Learning about local festivals and traditions around Christmas time</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Genders and cases – nominative and accusative</li> <li>Adjective endings in the nominative and accusative case</li> <li>Modal verb 'können'</li> <li>Asking questions and using the polite form 'Sie'</li> </ul>	<p><b>Shopping and Eating out</b></p> <ul style="list-style-type: none"> <li>Learning the German for different types of shops</li> <li>Talking about clothes and fashion</li> <li>Using adjectives to describe clothes in the accusative case</li> <li>Asking questions in shops</li> <li>Ordering food out and purchasing food in a market</li> <li>Transactional vocabulary in a restaurant – order and complaining</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Adjective endings in the nominative and accusative case</li> <li>Asking questions and using the polite form 'Sie'</li> <li>Using a wider range of question words</li> <li>Infinitive structures after werden and möchten</li> </ul>	<p><b>My house and my routine at home</b></p> <ul style="list-style-type: none"> <li>Describing our house</li> <li>Describing a typical day at home</li> <li>Telling the time</li> <li>Discussing our pocket money situation</li> <li>Using more complex word order to make our work more interesting</li> <li>Saying how we help at home</li> <li>Saying what we are allowed and not allowed to do at home</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Using a variety of reflexive verbs in the present tense</li> <li>Using a variety of separable verbs in the present tense</li> <li>Complex word order – subordination and inversion</li> <li>Modal verb 'dürfen'</li> </ul>	<p><b>Hobbies and free time activities</b></p> <ul style="list-style-type: none"> <li>Saying what we like to do in our free time</li> <li>Using a wider variety of verbs in the present tense</li> <li>Saying what we do at different times of year</li> <li>Discussing different sports and giving our opinion</li> <li>Using irregular verbs in the present tense</li> <li>Saying when and how often we do certain activities</li> <li>Organising activities with friends</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Consolidation of the present tense in more complex sentences with a wide variety of verbs</li> <li>TMP rule</li> <li>Word order with frequency adverbs</li> <li>Inversion after time expressions</li> <li>Asking questions with inversion</li> <li>Modal verb 'sollen'</li> </ul>	

	<b>Students will continue to embed their knowledge of German phonics. Phonemes will be revisited as required to ensure students are developing accurate and confident pronunciation.</b>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Social Media – German sites</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Looking at traditions in German speaking countries including songs/music for celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Looking at traditions in German speaking countries including songs/music for celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Looking at traditions in German speaking countries including songs/music for celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Looking at traditions in German speaking countries including songs/music for celebrations</li> </ul>

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A Recording Landscape	TERM 1B	TERM 2A Perspective & Architecture	TERM 2B Perspective & architecture	TERM 3A Abstraction & Animation	TERM 3B Ancient cultures
Social Sciences - Health & Social Care	KNOWLEDGE DOMAIN	<b>Unit 1: An Introduction to health &amp; social care</b> <ul style="list-style-type: none"> <li>Self-concept</li> <li>Introduction of PILES</li> <li>Gender socialisation</li> </ul> <b>Unit 2: Factors that affect development</b> <ul style="list-style-type: none"> <li>Education</li> <li>Gender</li> <li>Body image</li> <li>Social media</li> <li>Relationships</li> </ul>	<b>Unit 3: Healthy Lifestyles</b> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Exercise</li> <li>Alcohol</li> <li>Smoking</li> <li>Drugs</li> </ul>	<b>Unit 3: Care values</b> <ul style="list-style-type: none"> <li>Adult care values</li> <li>Care values for children</li> <li>What is the impact of poor care?</li> </ul>	<b>Unit 4: Disability</b> <ul style="list-style-type: none"> <li>Disability and legislation</li> <li>Cerebral palsy</li> <li>Autism</li> <li>Deafness</li> <li>A day in the life of...</li> </ul>	<b>Unit 6: Getting Older</b> <ul style="list-style-type: none"> <li>Later adulthood</li> <li>Living with dementia</li> <li>Alternatives to living at home</li> </ul>	<b>Unit 7: ethical dilemmas</b> <ul style="list-style-type: none"> <li>Blood donation</li> <li>Organ transplants</li> <li>Fertility treatment</li> <li>End of life care</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Confident and accurate use of subject specific vocabulary  Using an analytical tool Maslow's hierarchy of need  Taking notes from a written source  Able to relate and apply knowledge to real world and own experience	Able to carry out independent research and reference it accurately  Presenting information for a specific audience  Able to make links with other subjects e.g. biology,	Taking notes from an interview  Understanding the experiences of different groups of people in society  Able to evaluate service provision in terms of patient and staff experience	Taking notes from a website  Understanding the role and use of legislation  Able to interpret behaviour and its effects on others	Giving verbal feedback  Using analysis in written work  Understanding of the role and responsibility of private and public institutions e.g., NHS  Awareness of career options	Giving written feedback  Using evaluation in written work  Ability to analyse news articles in terms of roles, responsibilities, rights and legislation  High standard of written and verbal communication



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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A 7 weeks = 10 lessons	TERM 1B 7 weeks = 10 lessons	TERM 2A (5.5 weeks = 6-8 lessons)	TERM 2B 6 weeks – 9 lessons	TERM 3A 6 weeks – 9 lessons	TERM 3B 6 weeks – 9 lessons
Humanities - History	KNOWLEDGE DOMAIN	<p>1. What can the story of Frank Bright and his classmates tell us about the treatment of Jewish people 1933 – 1945 (7 )</p> <p>How did the Nazi's treatment of Jewish people change in the period 1933-45?</p> <p>2. How did the Second War give way to the Cold War so quickly? (3)</p> <p>HW - Big History of the Cold War</p>	<p>3. Why did the first decade of Communist rule in China culminate in one of the greatest famines in history? (6)</p> <p>4. What was significant about the Cultural Revolution in China? (2)</p> <p>HW - To what extent was East Germany a dictatorship?</p>	<p>4. How did tension and conflict change in Palestine and Israel 1919 – 49? (6)</p> <p>+ Big story of Arab-Israeli conflict up to the 21<sup>st</sup> Century (2)</p> <p>HW What was the Suez Crisis?</p>	<p>5. Why did the British Empire fall?</p> <p>Case studies to include India, Kenya and Hong Kong (9)</p> <p>HW - Meanwhile, elsewhere Apartheid in South Africa</p>	<p>6. What remained of the British Empire in Benin? (1)</p> <p>7. Was life in 20<sup>th</sup> Century Britain simply a story of things getting better? (4)</p> <p>HW Interview a family member about life in the 1990s</p> <p>8. How can we learn about the experience and contribution of black people in Britain from the evidence they left behind? Windrush to modern day (2)</p>	<p>9. How did Black Americans campaign for Civil Rights? (4)</p> <p>10. Why did Britain get involved in so many overseas conflicts 1914-present? (3)</p> <p>11. How did the United Kingdom develop in the period 1795 – Modern Day? (1)</p> <p>HW - Britain and overseas conflicts – case study</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>1. Change and continuity</p> <p>2. Causation</p>	<p>3. Causation</p> <p>Change and continuity</p>	<p>4. Change and continuity</p>	<p>5. Causation</p>	<p>6. Evidential thinking and continuity</p> <p>7. Change and continuity</p> <p>8. Evidential thinking</p>	<p>9. historical enquiry</p> <p>10. Causation</p> <p>11. Causation and Change</p>

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - Latin	KNOWLEDGE DOMAIN	Latin Language Gladiators Roman baths	Latin Language Roman and Greek achievements Roman schooling Roman elections and local government Eruption of Mt Vesuvius	Latin Language Roman conquest of Britain Positive and negative reception of Romans	Latin Language Positive and negative reception of Romans	Latin Language Roman Alexandria	Latin Language Roman Alexandria
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Strengthen translation skills which cover new grammar (dative case, accusative plural, adjectives): analysis, close attention to detail and problem solving  Comprehension skills: as above  Vocab learning  Establish links between Latin and English derivations  Analysis of a different culture and its values; its impact on our own culture today	Strengthen translation skills which cover new grammar (dative case, accusative plural, adjectives): analysis, close attention to detail and problem solving  Comprehension skills: as above  Vocab learning  Establish links between Latin and English derivations  Analysis of a different culture and its values; its impact on our own culture today	Hone dictionary skills, especially when start CLC 2: understand the type of word they are looking up (e.g., a noun or a verb); understand principle parts of verbs  Vocab learning and derivations  Latin translation and comprehension skills (new grammar): infinitives, gender of nouns/ adjectives  Analysis of Romans role in the history of Britain, exploring their positive and negative impact	Latin translation and comprehension skills (new grammar): relative pronouns, pluperfect tense  Other areas – same as Term 2A	Latin translation and comprehension skills (new grammar): genitive case  Vocab learning and derivations  Analysis of a different culture and its values: Roman Egypt – a multicultural society (positives and tensions)	Latin translation and comprehension skills (new grammar): genitive case  Vocab learning and derivations  Analysis of a different culture and its values: Roman Egypt – a multicultural society (positives and tensions)

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Maths	KNOWLEDGE DOMAIN	Algebra	Number Algebra Geometry	Number, Ratio Algebra	Geometry	Geometry	Number, Ratio Data
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Straight line graphs  Forming and solving equations	Conjecture (including expanding binomials)  3D shapes	Numbers, including surds  Percentages (including compound change)	Angle reasoning and constructions  Pythagoras' theorem	Enlargement and similarity  Trigonometry	Rates (including graphs)  Probability (including probability trees)

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Music	KNOWLEDGE DOMAIN	<b>The Western Classical Tradition</b>	<b>Music and Film</b>	<b>Song writing</b>	<b>Minimalism</b>	<b>The Blues and Jazz</b>	<b>Folk Music</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Analysing melody and structure  Major and minor tonality  WCT (1650-1910) - Baroque, Classical and Romantic  Use of key vocab  Class performances and arrangements.	Analysing Film music  Timbre, tone colour, dynamics, sonority  Letimotifs and thematic transformation  Audience/venue affect  Music technology  Minimalistic techniques used in Film Music  Performance of film themes  Composing – creative task	Recognition of the elements of pop music  Composition of a pop song  Performance of a pop song	Listening and Appraising  Technology based composing task	Group composition and performance of Blues pieces  Structure  Melody  Jazz; listening and appraising (set work)	An understanding of Folk Music from across the world and a focus on the British Isles.  Class performance work.  Listening and Appraising; Fusion Music.

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Core PE	KNOWLEDGE DOMAIN	<b>Fitness</b>	<b>Games</b>	<b>Trampolining</b>	<b>Athletics</b>	<b>Racket Sports</b>	<b>Striking and fielding</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Sustains a high standard of fitness.</p> <p>Has an understanding of how the body works and can relate their fitness to theory.</p> <p>Performs fitness activities to achieve high measured standards (times, distances).</p> <p>Design own personal workouts and fitness plans for others identifying strengths and weaknesses.</p> <p>Can link and apply theoretical principles FITT /SPORT to improve fitness in one or more areas.</p>	<p>Recap rules.</p> <p>Starts to perform more complex skills with speed, fluency, control and precision.</p> <p>Links complex skills in competitive game situations.</p> <p>Decisions made strongly influence individual and team performance.</p> <p>Performs both basic and complex skills in a game situation to outwit an opponent</p> <p>Recap tactics and strategies now use and execute these in game situations.</p>	<p>Recap basic skills.</p> <p>Performs a more complex sequence/10 bounce routine on the trampolining bed with control, fluency &amp; precision.</p> <p>Attempt/perform advanced twist and rotations, cradle, cat twist, turntable, somersaults</p> <p>Coach others and analyse own and others performances</p>	<p>Recaps and understands rules and safety procedures in all events performed.</p> <p>Performs more complex techniques with fluency, control and precision to achieve best measurements possible (times, distances, heights).</p> <p>Analyse performances, identify strengths and weaknesses and coach in some events.</p>	<p>Recap skills and understand what shot to use and when.</p> <p>Continue to develop tactical awareness in a game situation in singles and doubles.</p> <p>Understand more advanced rules and scoring, pupils should feel confident in umpiring a game.</p> <p>Analyse performances, identify strengths and weaknesses.</p> <p>Some pupils will be able to coach peers to improve technique.</p>	<p>Recap fielding, batting and bowling techniques with accuracy and control.</p> <p>Understand and be able to play appropriate shots.</p> <p>Develop decision making in game situations e.g., where to throw, type of throw.</p> <p>Identify strength and weaknesses of their own performance and others</p> <p>Some pupils will be able to coach peers to improve batting and bowling.</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
PE - Dance	KNOWLEDGE DOMAIN	<b>Performance, Choreography</b> <b>Written Tasks</b>	<b>Performance, Choreography</b> <b>Written Tasks</b> <b>Appreciation</b>	<b>Performance, Choreography</b> <b>Written Tasks</b> <b>Appreciation</b>	<b>Performance, Choreography</b> <b>Written Tasks</b> <b>Appreciation</b>	<b>Performance, Choreography</b> <b>Written Tasks</b>	<b>Performance, Choreography</b> <b>Written Tasks</b> <b>Appreciation</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><b>Performance Skills:</b> Safe working practices: Warm up Cool down</p> <p>Introduction to Physical skills &amp; Technical- 'Action, Dynamics, Space, Relationships (ASDR)</p> <p>Learn definitions- create cue cards Practical execution of physical skills through</p> <p>Group performance work (towards show)</p> <p><b>Choreography-</b></p> <p>Duo physical skills choreography task- (Based on show theme Heros &amp; Villians)</p> <p><b>Written Tasks</b></p> <p>Create definition cards for 11 physical skills.</p>	<p><b>Performance Skills:</b> Safe working practices: Appropriate dance wear Footwear Hairstyle Jewellery</p> <p>Expressive skills- Musicality, projection, focus, facial expression (Possibly using a prop)</p> <p>Group performance work- 'Heros &amp; Villians'</p> <p>Features of production- focus on costume &amp; aural setting.</p> <p><b>Choreography-</b></p> <p>Group choreography, group ideas, for performance work.</p> <p>Use of Props</p> <p><b>Written tasks</b></p>	<p><b>Appreciation-</b></p> <p>Study '<b>A Linha Curva</b>' carnival dance</p> <p>Movement content and features of production in a dance, costume and set.</p> <p><b>Choreography-</b></p> <p>Use of action content to create a motif phrase</p> <p>Teacher led /collaborative group dances 5/6 dancers (workshop in dance style- Outside professional)</p> <p><b>Written Tasks</b></p> <p>Exam style questions on features of production.</p> <p>Short answer questions on choreography.</p>	<p><b>Performance skills:</b></p> <p>Safe working practices: Safe execution Safe execution of working with others.</p> <p>Performance in group ready</p> <p><b>Choreography-</b></p> <p>Recreate in whole group dance piece on A Linha Curva.</p> <p>Explore-</p> <p>Teacher initiated collaborative choreography task with a starting stimulus:</p> <p><b>Written tasks</b></p> <p>Complete booklet reflecting on own performance in show. Self and peer assessment.</p>	<p><b>Performance Skills:</b></p> <p>Study '<b>Matthew Bourne's Nutcracker</b></p> <p>Teacher initiated collaborative choreography task with a starting stimulus:</p> <p>Working in 3's choose one of the following:</p> <p>Stimuli from Nutcracker- '<b>Sweets</b>' looking at Motif and development.</p> <p><b>Written tasks</b></p> <p>Research into Matthew Bourne and his company</p> <p>Motif and ways to develop a motif</p>	<p><b>Appreciation:</b></p> <p>Group choreography work:</p> <p>Contact work</p> <p>Understanding of spatial design and dance style.</p> <p>Patterns, formations, pathways, directions, levels, size of movement.</p> <p><b>Choreography-</b></p> <p>Look at choreography theme Toy Box</p> <p>Understanding of choreographic devices:</p> <p>Unison, canon, climax, manipulation of number, motif and development</p> <p><b>Written Tasks</b></p> <p>Mood boards on choreography ideas.</p>

		<p>Flexibility, stamina, extension etc</p> <p>Notes on Warming up, cooling down, hydration, safety of dance space, and personal safety of the dancer.</p> <p><b>Dance</b> relationships/formations</p>	<p>Exam style questions on understanding of expressive skills.</p> <p>Exam style questions of dance styles, choreographic intent, dance relationships.</p> <p><b><u>Assessment:</u></b> <b><u>Performance</u></b></p> <p>Dance in the SWCHS Dance Production In Saffron Hall- Dec</p>	<p><b>Performance:</b></p> <p>Developing technical and physical skills- through samba style.</p>			<p>End of year assessment test.</p>
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# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
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Year 9		AUTUMN TERM	SPRING TERM	SUMMER TERM
		TERM 1	TERM 2	TERM 3
PE Hybrid	<b>Theory</b>	<p><b>Physical Training</b>                      What do pupils think Health and fitness is?                      Design their own warming up and cool down, lead their own warm up in small groups                      What types of training have pupils done, and how can you train?                      Components of fitness - pupil's start to understand what components are needed for different sports                      Fitness Tests - pupils research different fitness tests and link them to the components. Peer assess a partner's strengths and weaknesses in short 2 min presentation                      Guided reading homework - health and fitness</p>	<p>Altitude training                      How to improve training sessions?                      SPORT and FITT                      Training seasons                      Safety in sport                      Sports Leadership – planning and delivering safe and effective sporting activity sessions, and peer assessing strengths and things to improve on.</p> <p>Guided reading homework – Altitude training</p>	<p>Sport and media Project                      Golden Triangle sponsorship                      Sports coverage                      Media effects on sport                      Technology in sport</p> <p>Guided reading homework – newspaper article</p>
	<b>Practical Theory</b>	<p>Warm ups and cool downs - lead own warm up session in small groups – evaluate each session. Pupils will have a chance to do some of the fitness tests and design their own ways to train and perform them to improve their weaknesses.                      Way they can train</p> <ul style="list-style-type: none"> <li>• Circuit</li> <li>• Continuous</li> <li>• Weight</li> <li>• Fartlek</li> <li>• Interval</li> <li>• Plyometric</li> <li>• Static stretching</li> </ul> <p>Fitness testing</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Cardio-vascular endurance</li> <li>• Balance</li> <li>• Co-ordination</li> <li>• Power</li> <li>• Flexibility</li> <li>• Reaction time</li> <li>• Speed</li> <li>• Strength</li> </ul>	<p>Continued ways to train</p> <p>Safety in sport</p> <p>Sports leaders – delivering sessions to small groups.</p> <p>Some pupils to go into primary schools with JC to teach inclusion lessons</p>	<p>Sport and media project</p> <p>Rounders tournaments                      Commentating                      Interviewing</p>



	<b>Practical</b>	Table Tennis - Trampolining Badminton, Rugby, hockey	Table Tennis - Trampolining Badminton, Netball, football	Tennis - Cricket Athletics
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## CURRICULUM SUMMARY

Year 9	Students are taught PSHE on rotation. Please see the subject areas below:					
	WELLBEING	CAREERS	RELATIONSHIP SEX EDUCATION	HEALTHY LIVING	SMSC	EXTERNAL INPUT
PSHE	<p><b>Understanding the Teenage Brain</b>  <b>L1: Being a Teenager.</b>                      As a class we look at the top ten words used to describe a teenager. Students highlight how many times they have been called these words in the last three months. The positives of being a teenager. The changes they have experienced from primary school to secondary school in how they feel and behave.  <b>L2: What happens in the teenage brain when they hit adolescence.</b>                      In this lesson students learn about the pruning of the neural pathways to prepare them for being adults. We explore the relationships with parents/carers and the physical and emotional changes in puberty.  <b>L3: Hormones</b>                      In this lesson we focus on melatonin, cortisol and sleep. Why they need sleep and how to create a good sleep routine.  <b>L4: Evolutionary Survival mode and Dopamine</b>                      In this lesson we explore the ways the brain is preparing us for</p>	<p><b>L1: Baseline assessment RAG</b>                      Unifrog Careers Library Treasure Hunt to inform Y9 options choices  <b>L2: Unifrog Escape Room exercise to develop wider use of Unifrog for research</b>  <b>L3: SuperHero CV as introduction to Unifrog CV</b>                      Unifrog Aceing Your CV Video                      Update CV using Unifrog CV Tool based on GCSE options                      Retain in Locker and send to Form Tutor  <b>L4: Complete own CV</b>                      Introduction to work experience in Year 9                      Writing an application letter highlighting work-related skills achieved and want to develop                      Extension: Barclays LifeSkills virtual work experience (or from a menu)</p>	<p><b>L1: IMPACT OF SEX ON OTHER AREAS OF HEALTH</b>                      How choices I make about sexual relationships impact other aspects of my health  <b>L2: SEXUAL PRESSURE</b>                      How to recognise and manage sexual pressure  <b>L3: DOMESTIC ABUSE</b>                      The concepts of, and laws relating to, domestic abuse, and how these can affect current and future relationships.  <b>L4: CHILD ON CHILD ABUSE</b>                      How to recognise child on child abuse and how to report it.  <b>L5: SEXUAL HARASSMENT AND ONLINE GROOMING</b>                      The concepts of, and laws relating to, harassment, and how these can affect current and future relationships. The concepts of, and laws relating to, grooming, and how these can affect current and future relationships.  <b>L6: SEXUAL ASSAULT AND RAPE</b>                      The concepts of, and laws relating to sexual assault and rape, and how these can affect current and future relationships.</p>	<p><b>L1: CONTRACEPTION</b>                      To identify and understand different forms of contraception and their reliability  <b>L2: CONTRACEPTION</b>                      To become familiar with contraception and how it is used.  <b>L3: DRUGS</b>                      The law relating to the supply and possession of drugs. To understand the impact drugs can have on your behaviour.  <b>L4: ALCOHOL</b>                      The law relating to the supply and possession of alcohol. To understand the impact alcohol can have on your behaviour.  <b>L5: TOBACCO ANND VAPING</b>                      The laws relating to tobacco and vaping. The dangers of tobacco and vaping.  <b>L6: SELF-HARM</b>                      Recognising some of the triggers for self-harm and knowing how to access support.  <b>L7: SUICIDE</b>                      Understanding some of the causes of suicide and knowing where to access help</p>	<p><b>L1: ONLINE RIGHTS AND RESPONSIBILITIES</b>                      Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.  <b>L2: PROS AND CONS OF THE INTERNET</b>                      How the internet can help and the potential dangers.  <b>L3: GAMBLING</b>                      The laws surrounding gambling (particularly online gambling), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.  <b>L4: IMPACTS OF GAMBLING</b>                      The impacts of online gambling  <b>L5: INTRODUCTION TO LAW</b>                      Understanding what laws are, different types of crime and can identify criminal and deviant behaviour.  <b>L6: LAW CASE STUDY</b>                      What can happen when someone breaks the law.  <b>L7: SHARING INFORMATION ONLINE</b></p>	<p>ECC - Tobacco, cannabis and vaping                      Streetwise 365 - Child on child abuse and sexual health                      TICBOX - County Lines (drugs)                      Prime Agency - Mental health                      Brook - Pornography</p>

	<p>independence and the challenges of this. We explore the impact of dopamine and risk taking with a focus on healthy risks and unhealthy risks.</p>		<p><b>L7: PORNOGRAPHY AND MASTURBATION</b> Recognising the unrealistic nature of pornography and how it can link to your own sexual expectations and behaviours.</p>		<p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. What to do and where to get support to report material or manage issues online.</p>	
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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - RPE	<p>KNOWLEDGE DOMAIN</p> <p>Substantive Disciplinary Personal</p> <p>WORLDVIEWS Theology Lens (T) Philosophy Lens (p) Historical and Social Sciences Lens (HSc)</p>	<p><b>Christian Beliefs</b> Religion, Philosophy, Theology, History</p> <p>Historical context of Christianity (HSc)</p> <p>Use of the Bible (T)</p> <p>Nature of God (T, P)</p> <p>Problem of evil (P)</p> <p>Mid point assessment: 12 mark question</p> <p>The Trinity (T)</p> <p>Creation (T, P)</p> <p>Incarnation (T)</p>	<p>Jesus' crucifixion, resurrection, ascension (T)</p> <p>Beliefs about resurrection and life after death (T, P)</p> <p>Heaven and Hell (T, P)</p> <p>Sin and salvation (T, P)</p> <p>End of unit assessment: Christian Beliefs 1, 2, 4, 5 and 12 mark exam questions.</p>	<p><b>Islamic Beliefs</b> Religion, Philosophy, Theology, History</p> <p>The Six Articles of Faith (Sunni) and Five Roots of Usul-ad-Din (Shi'a) (T)</p> <p>Tawhid (T)</p> <p>Nature of God (T)</p> <p>Angels (T)</p>	<p>Pre-destination and human freedom (T, P)</p> <p>Life after death (T, P)</p> <p>Prophethood (T, HSc)</p> <p>Mid point assessment: 12 mark question</p> <p>The Qur'an (T)</p> <p>Other holy books (T, HSc)</p> <p>The Imamate (T)</p> <p>End of unit assessment: Islamic Beliefs 1, 2, 4, 5 and 12 mark exam questions</p>	<p><b>Religion, human rights and social justice (from a Christian and secular viewpoint)</b> Religion, Philosophy, Ethics, Sociology, Geography, History</p> <p>What is social justice and human rights? (HSc)</p> <p>Inequality in society (P, HSc)</p> <p>Prejudice and discrimination (HSc)</p> <p>Mid point assessment: 12 mark question</p> <p>Gender issues, (including in Islam) (T, HSc)</p> <p>Racism (P, HSc)</p>	<p>Religion and sexuality issues (T, P, HSc)</p> <p>Freedom of religious expression and belief (including in Islam) (T, P, HSc)</p> <p>Attitudes to and responsibilities of wealth (including in Islam) (T, P, HSc)</p> <p>Exploitation of the poor (T, P, HSc)</p> <p>Responsibilities to the poor (T, P, HSc)</p> <p>End of unit assessment: Social Justice and Human Rights 1, 2, 4, 5, 12 mark exam questions</p>
	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Literacy</p> <p>Interpretation of text</p> <p>Understanding of influence of religion</p> <p>Analysis</p> <p>Comparison</p> <p>Critical thinking</p> <p>Reflection</p> <p>Evaluation</p>	<p>Literacy</p> <p>Interpretation of text</p> <p>Analysis</p> <p>Critical thinking</p> <p>Reflection</p> <p>Evaluation</p>	<p>Literacy</p> <p>Interpretation of text</p> <p>Analysis</p> <p>Critical thinking</p> <p>Reflection</p> <p>Evaluation</p>			

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Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Science	KNOWLEDGE DOMAIN						
	BIOLOGY	<p><b>Hybrid cells &amp; microscopes-</b> Subcellular structures of plant and animal cells. Comparing eukaryotic and prokaryotic cells. How to use a light microscope to investigate cell structure. Comparing light and electron microscopes. Ideas about scale in biology, including standard form and how to calculate magnification.</p>	<p><b>Hybrid enzymes (KS3 linking project)-</b> Role of enzymes in the digestive system and other applications. Enzyme action in digestion and synthesis action. Factors affecting rate of enzyme reaction including temperature, pH and substrate concentration. Calculating rate of enzyme reaction.</p> <p><b>Transport-</b> Movement of substance into and out of cells including diffusion, osmosis and active transport.</p>	<p><b>Human biology-</b> The circulatory system including components of the blood, types of blood vessels and how the heart works. Investigation into the effects of exercise on the body including heart rate and breathing rate.</p>	<p><b>Human biology Ctd-</b> The structure and function of the nervous system. Structure of the brain and how we study it using imaging. Group research into disorders of the nervous system.</p>	<p><b>Plant biology-</b> Why plants do photosynthesis and how plants grow. Investigation into the effect of light intensity on the rate of photosynthesis. How water is transported in plants including the role of stomata in water loss in plants. Investigation into factors affecting transpiration.</p>	<p><b>Plant biology Ctd-</b> The importance of plants as producers in ecosystems and how plants can be used to combat modern day problems such as climate change, microplastics and food security.</p>
	CHEMISTRY	<p><b>States and Mixtures –</b> States of matter and changing state, mixtures, filtration, crystallisation, chromatography, distillation, drinking water</p>	<p><b>Atomic Structure and Periodic Table –</b> structure of the atom and subatomic particles, atomic number, mass number, isotopes, elements, periodic table, electronic configurations, Mendeleev, balancing equations</p>	<p><b>Fuels –</b> KS3 work on fossil fuels and spirit burner investigation</p> <p><b>Fuels -</b> hydrocarbons, fractional distillation, alkanes, combustion</p>	<p><b>Fuels Ctd –</b> pollution, supply &amp; demand, cracking, alkenes, hydrogen power</p>	<p><b>Atmosphere –</b> air, gas tests, history of the atmosphere, greenhouse effect &amp; climate change</p>	<p><b>Covalent Substances –</b> molecular substances, covalent bonding, polymers, allotropes of carbon</p> <p><b>Enhancement work –</b> star chemistry, materials as appropriate</p>

PHYSICS	<p><b>Hybrid Energy –</b> Energy stores and transfers. Drawing Energy pathways and Sankey diagrams. Efficiency calculations. Heat transfers and keeping warm. Energy sources and power stations. Windfarm investigation.</p>	<p><b>Hybrid Forces and Motion –</b> scalars and vectors. Drawing and interpreting d-t and v-t graphs. Simple acceleration calculations. Ticker Timer practical and craters investigation</p>	<p><b>Hybrid Forces and Motion (cont.) –</b> Finding resultant force, Newton's laws. Mass, weight, and terminal velocity. Calculating Weight.</p>	<p><b>Hybrid Electricity –</b> Metallic bonding and charge carriers. Defining and calculating current, potential difference, and resistance. Investigation on the resistance of a wire. Series and parallel circuits.</p>	<p><b>Hybrid Electricity (cont.) –</b> Calculating power. Energy transfers in electrical circuits. The national grid and the role of transformers</p>	<p><b>Space (KS3) –</b> Objects in our universe. The scale of space and time. Important contributions of different races and generations in the exploration of space. Paper rockets (linked with forces). Space Probe Design (linked with keeping warm)</p>
SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><b>For Biology –</b> Using a microscope and making scientific drawings. Calculating magnification and using standard form.</p> <p><b>For Chemistry –</b> practical work</p> <p><b>For Physics –</b> Calculation and Practical work (emphasis on risk assessment and HSW). Energy Pathway drawing</p>	<p><b>For Biology –</b> Practical work investigating rate of enzyme reaction. Focus on variables, recording results and graph drawing.</p> <p><b>For Chemistry –</b> calculation work</p> <p><b>For Physics –</b> Calculation and Practical work (emphasis on risk assessment and HSW). Graph and forces diagram drawing</p>	<p><b>For Biology –</b> Investigating osmosis with focus on variables, recording results and graph drawing.</p> <p><b>For Chemistry –</b> investigation skills (KS3 content)</p> <p><b>For Physics –</b> Calculation and Practical work. Forces diagram drawing</p>	<p><b>For Biology –</b> DNA extraction with focus on following a method and explaining the reasons why steps are carried out. Calculating probability using Punnett squares and family pedigree charts.</p> <p><b>For Chemistry -</b> data interpretation</p> <p><b>For Physics –</b> Calculation and Practical work (emphasis on risk assessment and HSW). Circuit drawing</p>	<p><b>For Biology –</b> Understanding the nature of science in the advancements of science through collaboration</p> <p><b>For Chemistry –</b> considering sources and evidence</p> <p><b>For Physics –</b> Calculation and Practical work</p>	<p><b>For Biology –</b> Practical work reinforcing ideas about variables investigation.</p> <p><b>For Chemistry –</b> use of models to aid understanding</p> <p><b>For Physics –</b> Practical work</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - Spanish	KNOWLEDGE DOMAIN	<p><b>Me, my family and friends</b></p> <ul style="list-style-type: none"> <li>Alphabet and phonics</li> <li>Greetings and simple introductions</li> <li>Classroom language</li> <li>Numbers, ages, birthdays and dates</li> <li>Nationalities</li> <li>Describing yourself and family members – physical description, hair/eyes, personality</li> <li>Describing pets</li> <li>Describing relationships with friends and family</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Common suffixes and prefixes with English equivalents</li> <li>Interrogatives and use of ¿?</li> <li>Articles and gender</li> <li>Adjectival agreement</li> <li>Possessive adjectives (mi, tu, su)</li> <li>Verb “tener”</li> <li>Verb “ser”</li> <li>Simple negatives using “no”</li> <li>Personal pronouns</li> <li>Present tense regular verbs</li> </ul>	<p><b>Hometown, neighbourhood and region</b></p> <ul style="list-style-type: none"> <li>Saying where we are from and where we live</li> <li>Saying where our town is located</li> <li>Describing our town and saying what you can do there</li> <li>Giving opinions about our town</li> <li>Saying what type of house we live in</li> <li>Describing the rooms in our house and where things are located</li> <li>Telling the time</li> <li>Talking about our daily routine</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Verb “estar” and introduction to the difference between ser and estar</li> <li>Using “hay”</li> <li>Revising ser and adjectival agreement</li> <li>Using intensifiers (muy, un poco, bastante etc)</li> <li>Enhancing descriptions using subordinate clauses (que)</li> </ul>	<p><b>Sports, Hobbies and Free-time activities</b></p> <ul style="list-style-type: none"> <li>Learning how to say the names of Sports</li> <li>Talking about other hobbies</li> <li>Giving details of when and where you do different activities</li> <li>Talking about the weather and saying what you do in different weathers</li> <li>Giving opinions about hobbies</li> <li>Talking about other people’s hobbies</li> <li>Talking about what you are going to do next weekend</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Revisiting present tense verbs</li> <li>Radical changing verbs (stem changers/Boot verbs)</li> <li>Irregular verbs – ir, hacer, salir</li> <li>Revising adverbs of time</li> <li>Simple si clauses</li> <li>Opinions followed by infinitives</li> <li>Revisiting “lo +adjectives”</li> <li>Immediate future tense (ir a)</li> </ul>	<p><b>Food, meals and eating out</b></p> <ul style="list-style-type: none"> <li>Talking about when and where we eat</li> <li>Giving opinions about food</li> <li>Making comparisons</li> <li>Arranging to go out for food</li> <li>Ordering food and drinks in a café/restaurant</li> <li>Explaining problems in a restaurant</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Revising present tense regular verbs (comer, beber, tomar)</li> <li>Revisiting interrogatives</li> <li>Introducing first person of preterite (comí, bebí, tomé)</li> <li>Revisiting gustar and other back to front verbs</li> <li>Comparatives and superlatives</li> <li>Tener idioms</li> <li>Forming questions</li> <li>Irregular verb “querer”</li> <li>Disjunctive pronouns (e.g. para mí, para tí etc)</li> <li>Revising simple negatives and introducing more</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>Giving opinions about school subjects</li> <li>Describing teachers</li> <li>Describing school</li> <li>Talking about school routine (revising time)</li> <li>Talking about extra-curricular activities</li> <li>Talking about what we are going to do</li> <li>Talking about future educational plans</li> <li>Describing school uniform</li> <li>Talking about ideal schools</li> <li>Talking about school rules</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Consolidation of opinions and comparatives</li> <li>Revisiting adjectival agreement</li> <li>Consolidation of present tense</li> <li>Revising the near future tense</li> <li>Simple future tense</li> <li>Conditional tense</li> <li>Using “se” e.g. se debe/se puede</li> </ul>	

		<ul style="list-style-type: none"> <li>Using “se puede” plus infinitive</li> <li>Introduction to “back to front” verbs – gustar and encantar</li> <li>Revisiting interrogatives</li> <li>Using de to avoid ‘s</li> <li>Using prepositions</li> <li>Comparatives</li> <li>Using “lo” + adjective</li> <li>Reflexive verbs</li> </ul> Adverbs of time		complex negatives – nunca, ningun, nadie etc <ul style="list-style-type: none"> <li>Positive informal imperatives</li> </ul>		
<b>Students will be introduced to Spanish phonics. Key phonemes will be introduced systematically and revisited throughout the course of the year.</b>						
SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Spanish phonics</li> <li>Cultural differences when greeting</li> <li>Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Spanish geography – main cities</li> <li>Comparing British and Spanish routines</li> <li>Christmas traditions in Spain</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Looking at traditions such as Spanish sports</li> <li>Geography of Spain – climate zones</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Cultural differences – food in various hispanic countries, tapas, authentic recipes</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Comparing schools in UK and Spanish speaking world</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Spanish geography – main tourist areas, main Spanish cities</li> </ul>

Spanish Enrichment	KNOWLEDGE DOMAIN	<b>Introductions:</b> <b>Content: language</b> <ul style="list-style-type: none"> <li>Alphabet and phonics</li> <li>Greetings and simple introductions</li> <li>Classroom language</li> <li>Colours and simple opinions</li> <li>Numbers, ages, birthdays and dates</li> <li>Nationalities and countries</li> </ul> <b>Culture: Day of the Dead Festival</b>	<b>Talking about myself</b> <b>Content: language</b> <ul style="list-style-type: none"> <li>Pets (recycling colours)</li> <li>Family members (recycling from Coco)</li> <li>Numbers 1-100 (recycling 1-30)</li> <li>Hair and eye colour</li> <li>Physical description</li> <li>Character</li> </ul> <b>Culture: Christmas in Spain</b>	<b>Sports, Hobbies and Free-time activities</b> <b>Content: language</b> <ul style="list-style-type: none"> <li>Learning how to say the names of Sports</li> <li>Talking about other hobbies</li> <li>Giving details of when you do different activities</li> <li>Talking about the weather and saying what you do in different weathers</li> <li>Giving opinions about hobbies (recycling simple opinions and extending)</li> <li>Talking about Spanish-speaking musicians (recycling personal info vocab)</li> </ul>	<b>Food, meals and eating out</b> <b>Content: language</b> <ul style="list-style-type: none"> <li>Talking about meals</li> <li>Giving opinions about food (recycling porque structure)</li> <li>Making comparisons (recycling simple comparatives)</li> <li>Ordering food and drinks in a café/restaurant</li> <li>Asking for the bill (recycling numbers)</li> </ul> Explaining problems in a restaurant <b>Culture: Recipes and food tasting</b>	<b>Town and Transport</b> <b>Content: language</b> <ul style="list-style-type: none"> <li>Describing a town and types of towns (recycling opinions)</li> <li>Places in town</li> <li>What you can do in town (recycling activities)</li> <li>Giving and understanding directions</li> <li>Understanding tourist information</li> <li>Types of transport</li> <li>Buying tickets (recycling numbers)</li> <li>Understanding timetables and announcements</li> </ul>	<b>Shopping and Holidays</b> <b>Content: language</b> <ul style="list-style-type: none"> <li>Names of shops</li> <li>Buying food in a market (Recycling some food and numbers)</li> <li>Buying souvenirs</li> <li>Describing clothes</li> <li>Shopping for clothes</li> <li>Explaining problems with clothes (recycle language from problems in restaurant lesson)</li> </ul> <b>Culture: Planning a visit to Spain – cities, hotels and activities.</b>
		<b>Content: grammar</b> <ul style="list-style-type: none"> <li>Recognising cognates</li> <li>Interrogatives and use of ¿?</li> </ul>	<b>Content: grammar</b> <ul style="list-style-type: none"> <li>Verb tener (recycling Tengo)</li> <li>Verb ser (recycling Soy)</li> </ul>		<b>Content: grammar</b>		<b>Content: grammar</b>



	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> person of key verbs – me llamo, soy, tengo</li> <li>• Masculine/feminine and plural nouns</li> <li>• Simple opinions</li> <li>• Simple adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Simple negatives (no)</li> <li>• Possessive adjectives</li> <li>• Adjectival agreement (recycling idea of masculine and feminine)</li> <li>• Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about Spanish social media</li> <li>• Talking about football in Spain</li> </ul> <p><b>Culture: Spanish speaking famous people/football</b></p> <p><b>Campeones</b></p> <p><b>Content: grammar</b></p> <ul style="list-style-type: none"> <li>• Opinions followed by infinitives (recycling opinion words)</li> <li>• Extending opinions using porque</li> <li>• 1<sup>st</sup> person of present tense verbs (build on tengo/soy/me llamo)</li> <li>• Recycling adverbs of time</li> <li>• Simple si clauses</li> <li>• Making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> person present tense regular verbs (comer, beber, tomar) – link back to previous learning</li> <li>• Revisiting gustar and porque structure. Extend to use other back to front verbs and wider range of adjectives</li> <li>• Comparatives and superlatives</li> <li>• Forming questions – link to previously learnt questions</li> <li>• Irregular verb “querer”</li> <li>• Revising simple negatives and introducing more complex negatives – nunca, ningun, nadie etc</li> </ul>	<p><b>Culture: Virtual visit to Spanish city</b></p> <p><b>Content: grammar</b></p> <ul style="list-style-type: none"> <li>• Es + adjective (recycle opinions and reasons)</li> <li>• Está + location</li> <li>• Hay/No hay</li> <li>• Se puede + infinitive (recycle activities)</li> <li>• Ordinal numbers</li> <li>• Verb ir – voy and vamos</li> <li>• Time (recycle numbers) – 12- and 24-hour clock.</li> </ul>	<ul style="list-style-type: none"> <li>• Recycling “hay”/“no hay”</li> <li>• Quantities (link to known numbers)</li> <li>• Interrogatives (Link to previous learning)</li> <li>• Recycling opinions</li> <li>• Adjectival agreement – focus on plurals</li> <li>• Demonstrative adjectives – este/ese etc</li> </ul>
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Spanish phonics</li> <li>• Cultural differences when greeting</li> <li>• Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Christmas traditions in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Looking at traditions such as Spanish sports</li> <li>• Listening to Spanish music</li> <li>• Geography of Spain – climate zones</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Cultural differences – food in various hispanic countries, tapas, authentic recipes, times of eating</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Geographical knowledge of Spain</li> <li>• Spanish towns and cities</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Listening</li> <li>• Reading</li> <li>• Spanish geography – main tourist areas, main Spanish cities</li> <li>• Symbols of Spain</li> <li>• Using Spanish websites to plan Spanish trip.</li> </ul>

# Saffron Walden County High School Curriculum



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

## CURRICULUM SUMMARY

Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		<p>UNIT 1 Context: The content of the unit covers a broad range of key areas of Product Design. Selective tasks build on the knowledge and skills taught and learnt in year 7&amp;8, whilst acting as the building blocks for transitioning into GCSE if they decide to pursue this subject at this level. The skills and knowledge they learn in this term will inform work undertaken in unit 2.</p>				<p>UNIT 2 Context: This unit is driven by design and practical work. Students will be given a number of scenarios to choose from, based on real-life issues linked to different spaces within a home. The chosen scenario will then determine how they approach creating a product to solve the main issue.</p>	
Technology – Product Design	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Machining processes (centre lathe, milling).</li> <li>• Understand how to produce prototype models using CAD/CAM.</li> <li>• Industry standard drawing techniques.</li> <li>• Graphical Communication of design work.</li> <li>• Thermoforming polymers &amp; workshop processes (strip heating and vacuum forming).</li> <li>• Physical characteristics &amp; working properties of different timbers &amp; metals.</li> <li>• Analysing a design problem and creating a design brief.</li> <li>• Joinery techniques used in timber and metals-based product assembly.</li> <li>• Understanding the meaning of core design principles when analysing products.</li> <li>• Awareness of subject specific terminology.</li> </ul>				<ul style="list-style-type: none"> <li>• Specification interpretation.</li> <li>• Costing of materials.</li> <li>• Prototype Modelling.</li> <li>• Creating a final design proposal.</li> <li>• Using inspiration to inform design generation.</li> <li>• Understand components and the method of creating a lighting circuit.</li> <li>• Numeracy Knowledge – Tessellation, costings and density calculations on materials.</li> </ul>	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Effectively selecting techniques and processes to successfully produce physical outcomes of high quality.</li> <li>• Analysing a real like situation/problem and extracting key information to act as the basis of creating a proposal to address the core issues.</li> <li>• Creating a Design Brief.</li> <li>• Independently using a range of processes, tools &amp; techniques when manufacturing products.</li> <li>• Using core design principles when developing a product idea (Aesthetics, Ergonomics, Safety, Size, Sustainability, Function, User requirements)</li> <li>• Apply subject specific terminology to design work.</li> </ul>				<ul style="list-style-type: none"> <li>• Applying prior knowledge from unit 1.</li> <li>• Working with a range of different materials to produce final, practical outcome.</li> <li>• Developing independent research skills.</li> <li>• Decision making and problem solving.</li> <li>• Operating workshop machines and equipment to successfully shape/form different materials.</li> <li>• Modelling skills to produce scaled prototypes.</li> <li>• Create accurate cutting list, which includes cost and weight calculations of each com</li> </ul>	

Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		UNIT 1: Project Theme: Sustainability  CONTEXT: During this unit students will learn about the fashion industry and the production of clothing. Predominately looking at fast /throw away fashion and sustainability. Students will work in teams to produce a collection of outfits using sustainable fabrics obtained from recycled garments.				UNIT 2: Project Theme - Living World  CONTEXT: During this unit students complete research, artwork, and developmental studies to create a personal response to a given theme. They then use their inspiration to design and make a range of printed and stitched textile samples.	
Technology – Textiles	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>Understand how to complete a critical analysis on a sustainable fashion designer.</li> <li>Understand what sustainability means and what impact this has on the fashion industry.</li> <li>Confidently use the sewing machine and apply health and safety practises in the workshop.</li> <li>Knowledge of pattern cutting and understanding of how garments are made.</li> <li>Understand how to do various garment construction techniques.</li> <li>Understand how different garment pattern pieces can be used in alternative ways.</li> <li>Construct garments from existing recycled garments demonstrating the construction techniques learnt earlier in the unit.</li> <li>Use existing art and illustration skills to present work in sketchbooks.</li> </ul>				<ul style="list-style-type: none"> <li>Understand how fashion designers produce research and extract design ideas.</li> <li>How to present work in their sketchbook.</li> <li>How to annotate their work to explain their thoughts and feelings about their own work.</li> <li>Understand the importance of drawing from observation and not memory.</li> <li>How to use various art techniques to create textile design ideas for print or stitched surface decoration.</li> <li>Understand the concept of repeat patterns and make their own samples showing how they have considered this.</li> <li>Understand how to do various printed and stitched samples.</li> <li>How to set up and use a sewing machine correctly.</li> <li>Understand the importance of health and safety in the workshop.</li> <li>How to use mannequins and carbon paper to enhance their design ideas.</li> </ul>	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Research - Creating inspiration boards.</li> <li>Critical study</li> <li>Presentation skills</li> <li>Annotation and critical analysis</li> <li>Creativity - Designing</li> <li>Fashion illustration</li> <li>Modelling skills</li> <li>Pattern cutting</li> <li>Garment construction techniques</li> <li>Problem solving skills.</li> <li>Teamwork</li> </ul>				<ul style="list-style-type: none"> <li>Research - Creating inspiration boards.</li> <li>Drawing skills – observational drawing &amp; fashion illustration</li> <li>Mixed media work, pastels, pencils, collage etc.</li> <li>Presentation skills</li> <li>Annotation and critical analysis</li> <li>Creativity - Designing</li> <li>Modelling skills</li> <li>Pattern cutting</li> <li>Printed, stitch &amp; construction techniques.</li> <li>Problem solving skills.</li> </ul>	

Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Unit 1		Unit 2		Unit 3	
		<p>Context: Skills and knowledge from Year 7 and 8 will be enhanced and developed in order to consolidate key understanding of basic nutrition, food safety and hygiene and techniques used to evaluate both written and practical work.</p>		<p>Context: Key skills used to research a given area will be introduced and used to investigate a given task title. The range of practical and technological recording skills taught will be developed with opportunities for students to both challenge themselves and consolidate existing skills.</p>		<p>Context: Having developed the skills and knowledge taught in the previous two units, student's will be challenged to use their knowledge and skills to practical and written based assessments.</p>	
Technology – Food Preparation & Nutrition	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Revisit healthy eating guidelines.</li> <li>• Food safety and hygiene.</li> <li>• Introduce basic nutrition.</li> <li>• Sensory analysis.</li> <li>• Introduction to the Nutrition Programme for nutritional analysis and costing techniques.</li> <li>• Development of research methods and evaluation skills.</li> </ul>		<ul style="list-style-type: none"> <li>• Research in to diets for different ages.</li> <li>• Understand how to effectively time plan for set phases during a practical task.</li> </ul>		<ul style="list-style-type: none"> <li>• Food provenance.</li> <li>• British cuisine.</li> <li>• Seasonal food.</li> </ul>	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Practical skills – Further development of knife skills/bread making/pastry making/sauce making/cake making/preserving/setting mixtures</li> <li>• Further development of safe, hygienic and professional kitchen practise</li> <li>• Developing sensory analysis skills and being able to use them to suggest relevant adaptations and subsequent improvements in dishes</li> </ul>		<ul style="list-style-type: none"> <li>• Effective time planning of practical work.</li> <li>• Developing understanding of basic human nutritional needs.</li> <li>• Research and nutritional analysis.</li> </ul>		<ul style="list-style-type: none"> <li>• Apply knowledge and skills to research, plan, prepare and present dishes to answer a given brief.</li> <li>• Apply theoretical understanding to written and practical tasks.</li> <li>• Problem solving.</li> <li>• Time management.</li> </ul>	

Year 9		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Unit 1: Core skills  Context: An introduction to the many strands of design communication and architecture. Students work through a series of mini projects to refine & develop core skills and knowledge.		Unit 2: Beach Hut project  Context: Students are required to re-design a series of contemporary and functional beach huts to help entice visitors to this part of the North Norfolk Coastline.			
Technology – 3D Design - Architecture	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>Understand how designers use graphical and drawing techniques to communicate design proposals and generate design ideas.</li> <li>Understand the use of CAD can allow designers to communicate a virtual design.</li> <li>Understand the importance of physical modelling to communicate proposals in the Architectural industry.</li> <li>Understanding how critical studies into designers and movements can influence the development of ideas and presentation factors.</li> <li>Understand the work of past and present designers and how their work has influenced architecture around the world.</li> <li>Understand methods of presenting work to successfully communicate ideas.</li> <li>Understand how to use subject specific language when evaluating the work of others and their own.</li> </ul>		<ul style="list-style-type: none"> <li>Selecting appropriate media techniques to successfully represent design work.</li> <li>Using a range of tools, machines, techniques and processes to create physical outcomes.</li> <li>Understand how to use CAD software to aid in the development of design ideas.</li> <li>Understand the working properties of modelling materials</li> <li>An awareness of different modelling methods and techniques involved in creating maquettes.</li> </ul>			
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Refine and develop understanding of using Use of CAD software programmes.</li> <li>Architectural presentation drawings.</li> <li>Rendering Techniques.</li> <li>Drawing Techniques.</li> <li>Observational drawing.</li> <li>Making skills using CAD/CAM and traditional hand techniques.</li> <li>Critical thinking.</li> <li>Analytical skills.</li> <li>Creating inspiration boards for use in generating design ideas.</li> <li>Understand how to successfully present a wide range of 2d work.</li> </ul>		<ul style="list-style-type: none"> <li>Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</li> <li>Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.</li> <li>Develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence.</li> <li>Successfully generate plans, working diagrams and models with consideration of sustainability and related environmental issues.</li> <li>Create a physical model to a set scale based off working drawings.</li> </ul>		Using a range of CAD software to enhance and develop ideas in both 2D and 3D format	

# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
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Year 9						
	Sport	Music	English	Humanities & Science	Drama	Others
Extra-Curricular	Basketball Football Rugby Hockey  Step into Dance Club (External)	<p><b>Junior/Intermediate Ensembles:-</b> these are open to performers that are working between grades 1 &amp; 5 – students must contact the Music Department before attending</p> <p><b>Junior/Intermediate Ensembles:</b>                      Intermediate Strings                      Intermediate Concert Band                      Junior Jazz Band                      Show Choir                      Lower School Choir</p> <p><b>Senior Ensembles</b> - once a performer has reached grade 5 - – students must contact the Music Department before attending                      Senior Strings                      Senior Concert Band                      Jazz Band                      Symphony Orchestra                      Show Choir                      Chamber Choir</p> <p><b>Smaller Ensembles</b> -these tend to be directed by members of the peripatetic team and can vary year on year.                      The Rhythm Corporation                      Pure Sax                      Classical Guitar Ensemble                      Wind Ensemble                      Brass Ensemble</p>	Shakespeare Club Poetry Club Bar Mock Trial Magistrates Mock Trial Literature Club	Politics Club	SWCHS Upper School Drama Club (External) SWCHS Musical Theatre Group (External) LAMDA Acting (External)	Agricultural Science Unit – Lunch and after school Lower School Drama Club Diversity Allies LGBTQ+ Allies Saffron Hall Projects Duke of Edinburgh Bronze Award