



# Year 9 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Polygons, angles and parallel lines</li> <li>• Pythagoras theorem and trigonometry</li> <li>• Simultaneous equations</li> <li>• Linear graphs and co-ordinate geometry</li> <li>• Equations and inequalities</li> </ul>	<ul style="list-style-type: none"> <li>• Quadratic, cubic and other graphs</li> <li>• Area, perimeter and circles</li> <li>• 3D Volume</li> <li>• Frequency</li> <li>• Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy and bounds</li> <li>• Transformations</li> <li>• Constructions, loci and bearings</li> <li>• Quadratic and simultaneous equations</li> <li>• Straight line graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Inequalities</li> <li>• Probability</li> <li>• Box plots and cumulative frequency</li> <li>• Proportion</li> <li>• Frequency tables</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity and congruence</li> <li>• Bar charts</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Data handling</li> <li>• Histograms</li> <li>• Stem and leaf diagrams</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Ways of reading Dystopian worlds</li> <li>• <b>AO1:</b> Identify and interpret explicit and implicit information and ideas</li> <li>• · Select and synthesise evidence from different texts</li> <li>• <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li> </ul>	<ul style="list-style-type: none"> <li>• Novel: An inspector calls</li> <li>• AO1- Read, understand and respond to texts. Develop a personal response and use evidence to support points.</li> <li>• AO2- Analysis of language and structure using appropriate terminology. Identifying the effects of these</li> <li>• AO3- Context/ Comparison- Understanding of relationship between texts and the contexts in which they were written</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• AO1- Read, understand and respond to texts. Develop a personal response and use evidence to support points</li> <li>• AO2- Analysis of language and structure using appropriate terminology. Identifying the effects of these</li> <li>• AO3- Comparison- Understanding of relationship between texts AO4- Vocabulary, Sentence structure, Spelling and Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Gothic writing</li> <li>• <b>AO1:</b> Identify and interpret explicit and implicit information and ideas</li> <li>• · Select and synthesise evidence from different texts</li> <li>• <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li> </ul>	<ul style="list-style-type: none"> <li>• Lang paper 1 &amp; 2</li> <li>• <b>AO1:</b> interpret and identify explicit and implicit meaning.</li> <li>• <b>AO2:</b> Explain, comment and analyse the writer's use of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Lang paper 1 &amp; 2</li> <li>• <b>AO1:</b> interpret and identify explicit and implicit meaning.</li> <li>• <b>AO2:</b> Explain, comment and analyse the writer's use of language.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>					
<b>Sociology</b>	<ul style="list-style-type: none"> <li>• The sociological Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Families</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> </ul>	<ul style="list-style-type: none"> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Revision &amp; mock practice</li> </ul>
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• . Proteins</li> <li>• . Fats</li> <li>• . Carbohydrates</li> </ul>	<ul style="list-style-type: none"> <li>• Micronutrients</li> <li>• . Vitamins</li> <li>• . Minerals</li> <li>• . Water</li> </ul>	<ul style="list-style-type: none"> <li>• Food, Nutrition and Health</li> <li>• . Balanced diet</li> <li>• . Costs</li> <li>• . Nutritional analysis</li> <li>• . Food choices</li> <li>• . Diet related health risks</li> </ul>	<ul style="list-style-type: none"> <li>• Food Science</li> <li>• . Heat transfer</li> <li>• . Cooking Methods</li> <li>• . Functional and chemical properties of food (<b>Macro N</b>)</li> <li>• . Raising agents (biological, chemical, mechanical)</li> </ul>	<ul style="list-style-type: none"> <li>• Food Safety</li> <li>• . Micro - organisms and enzymes</li> <li>• . The signs of food spoilage</li> <li>• . Microorganisms in Food production &amp; Bacteria</li> <li>• . Buying and storing</li> <li>• . Preparing cooking and serving</li> </ul>	<ul style="list-style-type: none"> <li>• Food choices</li> <li>• . British and international cuisines</li> <li>• . Food and environment</li> <li>• . Food provenance</li> </ul>
<b>Arabic</b>	<ul style="list-style-type: none"> <li>• Identity and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Local area, holiday and travel</li> </ul>	<ul style="list-style-type: none"> <li>• School</li> </ul>	<ul style="list-style-type: none"> <li>• Future aspirations, study and work; International and global dimension</li> </ul>	<ul style="list-style-type: none"> <li>• International and global dimension</li> <li>• Traveling</li> <li>• Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and speaking</li> <li>• In the library</li> <li>• In the market</li> <li>• Arabic comprehension</li> </ul>
<b>Islamic Studies</b>	<ul style="list-style-type: none"> <li>• Major themes of the Quran</li> </ul>	<ul style="list-style-type: none"> <li>• The history and importance of the Qur'an</li> <li>• The life and importance of the Prophet Muhammad (SAW)</li> </ul>	<ul style="list-style-type: none"> <li>• The first Islamic community</li> <li>• Major teachings of the Prophet</li> </ul>	<ul style="list-style-type: none"> <li>• The history and importance of the Hadith</li> </ul>	<ul style="list-style-type: none"> <li>• The period of rule of the Rightly Guided caliphs and their importance as leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Hajj and UMrah</li> <li>• Ramadan</li> <li>• The articles of faith and pillars of Islam</li> </ul>

<b>Tajweedul-Qur'an</b>	<ul style="list-style-type: none"> <li>• Articulation points</li> </ul>	<ul style="list-style-type: none"> <li>• Basmala rules</li> <li>• Tawud rules</li> </ul>	<ul style="list-style-type: none"> <li>• Laam Rules</li> <li>• Meem rules</li> </ul>	<ul style="list-style-type: none"> <li>• Raa Rules</li> <li>• Noon rules</li> </ul>	<ul style="list-style-type: none"> <li>• Maad rules</li> <li>• Liam rules</li> <li>• Fluent reading</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Sifaat of letters</li> <li>• Qura'n listening</li> <li>• Qura'n revising and reading</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Physics - Conservation and dissipation of energy</li> <li>• Biology - Cell structure and transport</li> <li>• Chemistry - Atomic structure</li> </ul>	<ul style="list-style-type: none"> <li>• Physics - Energy transfer by heating</li> <li>• Biology - Cell division</li> <li>• Chemistry - The periodic table</li> </ul>	<ul style="list-style-type: none"> <li>• Physics - Energy resources</li> <li>• Biology - Organisation and the digestive system</li> <li>• Chemistry - Structure and bonding</li> </ul>	<ul style="list-style-type: none"> <li>• Physics - Electrical circuits</li> <li>• Biology - Organising animals and plants</li> <li>• Chemistry - Chemical calculations</li> </ul>	<ul style="list-style-type: none"> <li>• Physics - Electricity in the home</li> <li>• Biology - Communicable diseases</li> <li>• Chemistry - Chemical changes</li> </ul>	<ul style="list-style-type: none"> <li>• Physics - Molecules and matter</li> <li>• Biology - Preventing and treating diseases</li> <li>• Chemistry - Electrolysis</li> </ul>

<b>PE</b>	<ul style="list-style-type: none"> <li>• Basketball / Football</li> </ul>	<ul style="list-style-type: none"> <li>• Rounders</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball / Cricket</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton / Tennis / Cricket</li> </ul>
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