Ringwood School

Year 9 Curriculum Maps 2022-2023

What is a Curriculum Map?
A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?
The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?
Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?
Firstly, you should read them to get an overview of what you are learning.
Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.
At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.
If you are absent, they can be helpful to catch up with and reinforce missed work.
In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?
In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?
Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge

An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

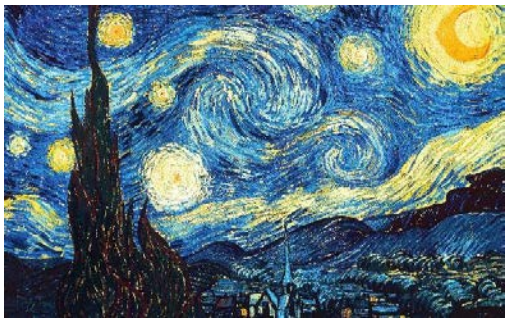
A desire to synthesise ideas, fitting them into a wider schema and comparing them to other thing they know

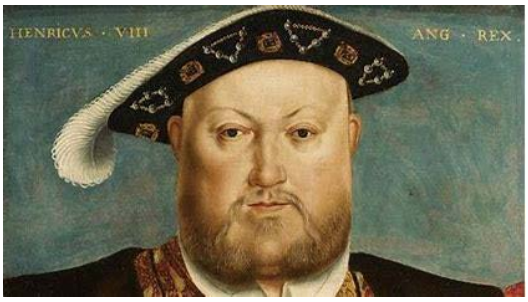
A desire to widen their vocabulary, so that they can use 'the language of the subject'

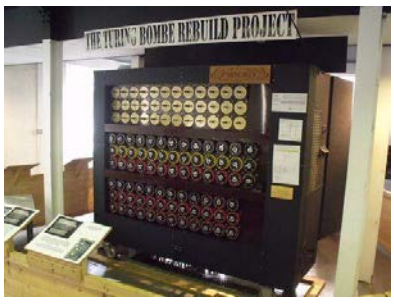
A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interesting to doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps







Year 9 Curriculum Map - How I can be a scholar in ART

Skills, Knowledge and Understanding of the creative process: Throughout **Year 9**, you will learn about the **VISUAL ELEMENTS** and how these link to the areas of **Developing, Recording, Experimenting** and **Presenting** within an art project. You will be given a greater level of freedom to make choices about your outcomes within the project in preparation for GCSE and A level study. Any artist must demonstrate their skill and understanding in these to produce effective artwork. You will analyse the work of artists throughout your studies.

Half-term 1: Natural Structures	Half-term 2: Natural Structures	Half-term 3: Manmade Structures	Half-term 4: Manmade Structures	Half-term 5: A Structure of your own	Half-term 6: A Structure of your own
Visual elements **Pattern, Value, Line, Texture** **OUTCOMES** • **Baseline drawing exercise** • Introduction to unit STRUCTURES. • Pencil drawings of sections of man-made and natural structures. • Continuation/extended drawings. Photocopies and pencil. • Ripped sections – collage sections of various structures and connect them using black and white materials. • Recreate an image of structure using collage • Create a collagraph • Print collagraphs on variety of surfaces/backgrounds. • Add colour to a collagraph print – Paint/colour into 2 prints.	**Visual elements** Colour, Line, Value **OUTCOMES** • Take photographs of structures – manmade/natural. • Produce images using colour. Introduce colour mixing. Experiment with mixing colours only using primary colours. • Paint – Look at Van Gogh and Seurat. Produce images in their style. • Continuous line drawing. Experiment with different materials – Timed drawings. On paper and acetate. • Look at the work of Warhol. Take two of your structure photographs and create line based drawing using carbon paper. • Create a lino print based on your chosen image. • Consider different colour schemes and print a series in response to Warhol. **CREATIVE LANGUAGE**	**Visual elements** Colour, Line, Value, Form **OUTCOMES** • **Assessment exercise** • Look at Nuam Gabo and Anthony Caro. Produce images in their style. Take images structures – Break them down into shapes using tracing paper. • Create a card sculpture based on shapes created rom tracing paper drawing. • Photograph card sculpture. Use light to create shadows and silhouettes. • Look at Caro and how he uses colour with his sculptures. Choose a colour scheme to apply to sculpture. Harmonious / Tints/Shades of a colour etc. Paint card	**Visual elements** Pattern, Form **OUTCOMES** • Produce a series drawings/images in style of Peter Randall page using a range of materials. • Look at Peter Randall Page sculptures. Choose an image (natural form) produce 3 designs for a soap carving. • Produce a soap carving in the style of Peter Randall Page using chosen design. • Look at work of Andy Goldsworthy. Consider term abstract forms and patterns. Create a straw sculpture. **CREATIVE LANGUAGE** **Recording – Experiment – Control - Observation**	**Visual elements** Pattern, Form **OUTCOMES** • **Assessment exercise** • Produce a mind map of possible ideas for a personal response/final piece. • Create a mood board/page of inspirational images relating to your chosen idea. • Research Artists, choose an Artist(s) that links you're your idea. • Take photographs of objects/places / things that relate to your idea. • Draw from your own photographs / found images. • Create lengthy studies. • Experiment with materials. • Experiment with colour schemes. **CREATIVE LANGUAGE**	**Visual elements** Pattern, Form **Experimentation with materials.** **Present a personal response** **AO2/AO4** Focus on **Producing a personal response/final piece** **OUTCOMES** • Write a statement of intent • Experiment with composition. • Produce a plan/maquette for your final piece. • Produce Personal response/final piece **CREATIVE LANGUAGE** **Response – Meaningful – Understanding – Make connections – Conclusion - Presenting**

Year 9 Curriculum Map - How I can be a scholar in ART

CREATIVE LANGUAGE **Recording – Experiment – Control - Observation**	**Experiment - Intentions – Select - Refine**	pieces and reassemble. **CREATIVE LANGUAGE** **Response – Meaningful – Understanding – Make connections – Conclusion - Presenting**		**Intentions – Select – Refine - <u>Developing own ideas</u>**	
Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback Can you go to an Art gallery? Visit either London galleries or local galleries in either	**Super-Curricular:** Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback Study work in book "living Jewels" and develop you own designs Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback •	**Super-Curricular:** Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback Do independent study on other artists who use mark-making as an expressive medium •	**Super-Curricular:** Do independent study on other artists who use colour as an expressive medium • Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback	**Super-Curricular:** Carry out additional research on key artists (The Fauvists) Explore the use of colour by artists Gary Hume and Chris Offili (Contrast with others studied) Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback •	**Super-Curricular:** Look at Website Art2Day https://www.art2day.co.uk/colour.html Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback-making as an expressive medium

How can I prepare for assessments?

This year will require you to produce three "final pieces"; one in term 2, one in term 4 and one in term 6. These need to be a reflection of the learning you have done prior. You will also produce 3 controlled assessment exercises, one in each term. Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding. Also ensure that you sketchbook is complete and all work finished to the best of your ability at all times

Produce lengthy detailed studies (drawings with pencil and other materials).

Understand how artists produce their work (processes and techniques). Have a clear understanding of your artists style and know what the characteristics of their work are.

Refine your work, add finishing touches to images.

Experiment with materials. Challenge yourself with drawings and images, develop the levels of tone and shading within your studies.

Year 9 Curriculum Map BTEC Musical Theatre – How I can be a scholar in BTEC Musical Theatre

Skills and Knowledge					
Half-term 1: *Oliver!*	**Half-term 2: *Oliver!***	**Half-term 3: *The Lion King***	**Half-term 4: *The Lion King***	**Half-term 5: *School of Rock***	**Half-term 6: *School of Rock***
Skills: Acting: projection, diction, physicality. Dance: basic technical skills; building stamina Singing: breath control, diction, projection. Songs from the musical *Oliver!* Watch professional productions and analyse the performances of the actors.	**Skills:** Acting: physicality through performance of songs from *Oliver!* Dance: short sequences of dance Singing: interpretation through vocal characterisation; accent Combine your performing skills in ensemble songs from *Oliver!* Watch professional productions and analyse the contributions of the creatives.	**Skills:** Acting: projection, pitch, pace, monologues Dance: learning professional repertoire Singing: breath control, diction, projection, range Songs from the musical *The Lion King* The role of the director and choreographer.	**Skills:** Acting: acting through song Dance: acting through movement Singing: phrasing, musicality Combine your performing skills in ensemble songs from *The Lion King* How to evaluate your performance. The role of the designer.	**Skills:** Acting: projection, pitch, pace, facial expression, monologues Dance: learning contrasting repertoire Singing: breath control, diction, projection, range, harmony Songs from the musical *School of Rock* Andrew Lloyd Webber: the composer and producer.	**Skills:** Acting: acting through song Dance: refining movement Singing: phrasing, musicality Combine your performing skills in ensemble songs from *School of Rock.* Target setting: what skills need improving and how to go about developing them
Super Curricular: Watch the film of *Oliver!* Listen to the recording of the London production of the show. Compare performances of songs from the show on YouTube.	**Super Curricular:** Practise skills at home. Set yourself some targets. Record yourself and watch it back. Are you improving?	**Super Curricular:** Compare performances of songs from both shows on YouTube.	**Super Curricular:** Practise skills at home. Set yourself some targets. Record yourself and watch it back. Are you improving?	**Super Curricular:** Listen to the recording of the London production of *School of Rock.* Compare performances of songs from both shows on YouTube. Project on Musical Theatre	**Super Curricular:** Practise skills at home. Set yourself some targets. Record yourself and watch it back. Are you improving? Project on Musical Theatre
How can I revise for assessments? As this is the foundation year course for the BTEC Tech Award in Performing Arts (Musical Theatre), there are no written assessments. However, your performances and some of your written work will be assessed and you will be told what grade you would get if it were actual BTEC assessed work. There will be no revision of work needed as there are no written exams in this subject – but you will need to learn and practise choreography, learn lines and lyrics and rehearse.					

Year 9 Drama Curriculum Map - How I can be a scholar in DRAMA

***Teechers* by John Godber**	**Theatre Design**	**Theatre in Education script exploration**	**Devised skills building project: *Missing***	**Character Mask**	**Live Evaluation**
Read and interpret the play script Teechers by John Godber. Understand the conventions of the play such as multi-roleing and physical comedy. Rehearse effectively in groups. Explore design ideas for the extract. Evaluate work in progress to develop the piece. Perform a section of script having rehearsed and learnt lines. Be introduced to the style of GCSE exam questions and learn how to structure an 8 mark answer.	To study extracts of the play 'The Lion, the Witch and the Wardrobe' to understand aspects of character and plot. To understand some set, and lighting terminology. Create a set design and model box for a specific scene. Consider how lighting can be used to create atmosphere.	To refresh your knowledge of the objectives of Theatre in Education. To use a professional script to explore the theme of anti-social behaviour. Use the script to develop acting techniques and apply understanding of set and lighting design from previous topic. To experiment with multiple techniques and to evaluate how effective they are in making the audience think. To learn how to answer a 4- and 8-mark GCSE style question.	To interpret various stimuli and create original theatre from it. To consider design aspects when devising. To develop character using the practitioner Stanislavski's techniques. To develop your ability to respond to feedback. To explore how to write and direct a monologue.	To consolidate learning about the mask rules. To use a character mask effectively to communicate meaning in a scene. To effectively use space, body language, convincing characterisation in this style of performance. To learn mask techniques such as narrating for the mask, giving focus, internal monologues and clocking the audience and understand how they enable the actor to develop detail in the performance.	This unit is an introduction to the skills you will need in Section C of the GCSE written exam. To watch a National Theatre play. Learn how to evaluate a play in the written form. Develop analytical skills. Develop correct use of technical vocabulary.
Super Curricular: Research John Godber and his plays. Observe and tune in to the range of people around you in school. Take note of the different gaits, mannerisms, accents people have so you build a bank of interpretations to use for the characters in the script. Research music to aid the atmosphere of your scripted extract and bring ideas to lessons to rehearse with. Find a piece of token costume that is suitable for your character(s).	**Super Curricular:** Look online at set design images and galleries from stage shows. Research set on Pinterest. Watch videos from designers at the National Theatre. National Theatre Designers Watch a version on The Lion Witch and the Wardrobe. The Lion, Witch and the Wardrobe BBC version There are various clips from the most recent film on YouTube as well. Read the original novel Read a version of the play	**Super Curricular:** Reading articles or research about the topics covered. Use trustworthy websites and papers such as First News and any of the broadsheets such as The Times, The Guardian, I, The Daily Telegraph or BBC News. Make or source props and bring them to lessons so that they can be used in the rehearsal of the play.	**Super Curricular:** Research potential music and costume. Look at statistics about the issues explored to enhance your work. Use GCSE Bitesize to further your knowledge of Naturalism and Stanislavski.	**Super Curricular:** To research Trestle Theatre Company Trestle Masks and Vamos Theatre Company Vamos Theatre Company	**Super Curricular:** To read theatre reviews. Watch online theatre on YouTube and practise describing what you see on stage.

Year 9 Curriculum Map - How I can be a scholar in ENGLISH

Topic 1: Dystopian Fiction	Topic 2: 'Animal Farm'	Topic 3: 'Macbeth'	Topic 4: Disturbed Voices Poetry
• What is a '*dystopia*' and '*utopia*'? What characterises them? • What are the conventions of dystopian fiction? • What makes a dystopian setting? Can I create my own? • How can I write an effective and engaging opening hook? • What is a flashback? What does 3rd person narration look like? Can I use them both to effectively structure my writing?	• What is an allegory? How is '*Animal Farm*' allegorical? • How does the novella link to the 1917 Russian Revolution and events that followed? • Which historical figures do the characters of Napoleon, Old Major and Snowball represent? How? • What is anthropomorphism? • Can I explain terms such as: *democracy, dictatorship, propaganda, communism and socialism*? • What might Orwell's intentions be writing this novella?	***This is your exam topic.*** • What are the conventions of a Shakespearean tragedy? Can I define terms linked to tragedy such as *hamartia* and *tragic hero*? • Can I comment on the form of a play (e.g. analysis of stage directions, dramatic irony, exits and exeunt)? • Who are Macbeth and Lady Macbeth? How does Shakespeare use them to explore notions of power and corruption? • Can I link the play to its Jacobean context – e.g. gender roles, duty to the monarch, the Great Chain of Being, the supernatural, King James' views on witchcraft)?	• What is meant by the 'voice' of a poem? Is it always the poet? • What is 'LISA'? • Can I apply historical context to enhance my understanding of a poem and to help provide alternative interpretations? • What is meant by *structure*? Can I meaningfully commenting on a poet's structural choices? • If a poem is written in *free verse* or as a *dramatic monologue*, what does this mean? • How do I write an essay in which I connect and compare two poems?
Super-Curricular: • Read a dystopian novel (e.g. *'The Giver'* by Lowry, or *'Unwind'* by Shusterman). • Visit the *British Library* website and read articles about dystopian literature to deepen your knowledge. • Continue the dystopian story you write in class.	**Super-Curricular:** • Write your own story using anthropomorphism. Can you satirise modern events or society through your writing? Submit to your teacher. • YouTube '*Animal Farm Mr Bruff*' and watch some of the analysis videos; try and use your new knowledge in class and assessments. • Read another Orwell novel, e.g. the dystopian '*1984'*.	**Super-Curricular:** • For a challenge, read some of the articles about the play on the *British Library* website (Google: *British Library Macbeth*). • YouTube '*Macbeth Mr Bruff*' and watch some of the analysis videos; try and apply your new knowledge from these to assessments and in class. • Watch an adaptation of the play and consider how it is similar or different to Shakespeare's play.	**Super-Curricular:** • Visit www.poetryfoundation.org/collections and have a read of a selection of poems. Find a poem that strikes a chord with you (check out the protest poetry section!). • Try and learn one of our poems, or a poem from the above site, off by heart. • Make flashcards of poetic techniques (try Quizlet).

How can I revise in this subject?

- www.sparknotes.com – useful for texts such as '*Animal Farm'* and *'Macbeth'* (includes summary videos).
- SPaG Exercises – Google '*Bristol Grammar exercises'* and click on the first link for lots of self-tests.

Year 9 Ethics & Philosophy Curriculum Map - How I can be a scholar in ETHICS & PHILOSOPHY

<table>
<tr><th colspan="3">Skills, Knowledge and Understanding</th></tr>
<tr><th>Autumn term - War</th><th>Spring Term - Justice</th><th>Summer Term – The existence of God</th></tr>
<tr>
<td>Key Terms – see Glossary
What is war?
Consequences of war
Holy war
Just war
Pacifism
Islamic attitudes to war
Terrorism
Radicalisation</td>
<td>Key Terms – see Glossary
Consequences, duty, responsibility
Laws and rules
Causes of crime
Aims of punishment
Capital punishment
Punishment and forgiveness
The Prodigal Son
Job</td>
<td>Key Terms – see Glossary
Christian understanding of God
Christian beliefs and views on God as good
God and human suffering
The Design argument
The First Cause argument
The Moral Argument
God revealed through inspirational people
Religious Experiences</td>
</tr>
<tr>
<td><u>Super Curricular:</u>
Watch the life of Anne Frank, Boy in the Striped Pyjamas or The Book Thief.
Read the diary of Anne Frank.
These will deepen your understanding of the fear the Jews were living in.</td>
<td><u>Super Curricular:</u>
Watch a police documentary not a fictional drama. Traffic Cops or Police Interceptors- Channel 5.
Use the information to understand the procedures, language and how the justice system works. Watch ‘Life on Death Row’ a series of documentaries by Trevor McDonald. Review – was it what you were expecting it to be like?</td>
<td><u>Super Curricular:</u>
Complete personal research on the Design argument (Teleological), First Cause argument (Cosmological), Anthropic Principle and the Moral Argument through wider reading. Present findings as series of mind maps.
Read the story of Jackie Pullinger and create a fact file on her, making links to her Christian faith and ‘talking in tongues’.</td>
</tr>
</table>

Skills to develop in Ethics and Philosophy	**Revising in Ethics and Philosophy**
Show a knowledge and understanding of beliefs, teachings and practices studied. Selects sources to support ideas (recall of prior learning – super curricular). Demonstrate knowledge from different philosophical and ethical argument related to area of study. Analyse, evaluate and discuss issues raised around the area of study. Reflection upon different beliefs, teachings and practices. Use key words effectively both in your written and spoken work (refer to individual glossaries). Structured written work, which demonstrates SPaG and the use of connectives to link up ideas. Write in PEAL paragraphs (Point Evidence Analyse Link). Follow school presentation policy. Response to feedback given. Note taking, Literacy, Organisation	Use Quizlet to revise key words and definitions (see link on topic glossaries). Make cue cards using your topic glossaries: see Leither Learning System on YouTube. See: Year 9: revising for the Ethics and Philosophy exam sheet on Learning Zone. Reflect and act upon feedback given. Use super curricula ideas above to support and develop your learning. **Assessment in Ethics and Philosophy?** In this subject, you will have 6 formal assessments, two on War, two on Justice and one on Good and Evil. Near the end of the academic year you will have a year 9 exam covering all topics studied. You will be assessed on the recall and use of key words and their definitions, the skill of writing PEAL paragraphs and SPaG.

Year 9 Super Curriculum map – Food and Nutrition Pathway. How I can be a scholar in FOOD & NUTRITION

Skills Knowledge and Understanding			
Skills and Presentation of food	**Nutrition and Health**	**Raising Agents**	**Functions of Eggs**
To be able to recognise high, medium and low level practical skills: Students will be given information about different skills and shown many of them through teacher demonstration and videos. They will then demonstrate a range of these skills to show understanding. Their knowledge of practical skills will then hopefully be applied to all practicals in future modules. ***Use all pieces of equipment with knowledge and accuracy.*** ***Demonstrate a good / high level of independence.*** ***Clear application of different skills.*** ***Have a clear understanding of skill levels.*** To be able to present food to restaurant standard: Students will be shown different types of cuts to ensure fruits and vegetables are cut skilfully as well as presented to restaurant standard. Students will be shown how to present food to restaurant standard and then demonstrate this with a main meal and dessert. ***Demonstrate a good / high level of independence*** ***Clear application of different skills*** ***High quality presentation taking aesthetics into consideration.***	To be able to understand the function of the 5 main nutrients in the body and how they can be sourced: Students to build upon their knowledge of the nutrients learnt in Year 7 and 8. Students should be able to identify the 5 main nutrients needed for a balanced diet and be able to explain why we need them in the diet. Students will discuss the UK government guidelines of healthy eating and what initiatives are used to help educate the public, and try to prevent diet related illness. ***Be able to explain functions of nutrients with confidence.*** ***Be able to give examples of food sources.*** To be able to produce a balanced meal based on the UK government Eatwell Guide: Students will be given a design brief based on the Eatwell Guide and should be able to plan and make a single portion dish that will include all 5 food groups. Students should be prepared to design multiple suitable dishes before selecting their chosen dish and be able to justify their choice using sound nutritional knowledge. ***To develop design ideas in response to a brief.*** ***Produce design ideas to a high standard.*** ***To be able to understand the Eatwell guide and put it into practice.***	To be able to understand the different raising agents and what dishes they are used in: Students will carry out a series of mini experiments to aid in their understanding of the different raising agents: Chemical, Biological, Mechanical and Natural e.g. 'steam'. Students will answer a range of questions based on real life scenarios to help understanding. To be able to demonstrate understanding of raising agents through practical skills: Students will make a range of sweet dishes using different raising agents. They will make: Meringues, Finnish loaves and cakes. ***Demonstrate a good / high level of independence.*** ***Clear application of different skills.*** ***High quality presentation taking aesthetics into consideration.***	To be able to understand the many uses and functions of eggs in cooking. Students will learn the main functions of eggs in cooking. They will do this through some experimentation and information gathering. Students will be tested on their knowledge of the functions of eggs through quizzes. To be able to demonstrate their understanding of eggs through practical skills: Students will have the opportunity to make a range of practicals to reflect their knowledge: Glazing and binding – sausage rolls Coagulation – Quiche Aeration – Swiss roll ***Demonstrate a good / high level of independence.*** ***Clear application of different skills*** ***High quality presentation taking aesthetics into consideration.***
Super Curricular To practice recipes before lessons and modify to demonstrate creativity To practice using electrical equipment at home to demonstrate higher level skills. To learn food related terminology, suggested list provided from Food & Nutrition teachers To be able to suggest possible improvements to adapt the recipes for future reference To research online plating techniques for dishes in restaurants	Super Curricular • Make a collection of magazine or newspaper adverts (or food labels/packaging) that promote nutrition. You must then annotate the examples to explain who the products are aimed at and what the benefits are to their health. • **Science and literacy**: The science of starches. Starches are used in cooking to thicken and set dishes. Complete the worksheet to demonstrate and apply your food science knowledge. Use the fact sheet to help you with the information you will need.	Super Curricular **Quick and easy soda bread**: Wheat is grown across the UK, Europe and the rest of the world, but some climates are particularly ideal for growing soft wheat varieties. Soft wheat flours have a low gluten content and are perfect for making biscuits, pancakes, sauces and some breads. Soda bread is a quick and easy recipe that uses plain flour (made from soft wheat) and bicarbonate of soda, rather than yeast. Watch Mrs M's cheese and onion soda bread demonstration and make your own soda bread https://www.youtube.com/watch?v=AKIMuxl7BEc	Super Curricular **Food hygiene and literacy**: Research food hygiene. Using the Food hygiene cards, research each image and find out two relevant food hygiene facts which relate to each image. You might have to consider carefully why some of the pictures have been given.

Year 9 Super Curriculum map – Food and Nutrition Pathway. How I can be a scholar in FOOD & NUTRITION

Skills Knowledge and Understanding		
Recipe Development	**Food Choice and Provenance**	**Multicultural Foods**
To be able to prepare, cook and present food safely and hygienically in practical sessions; Prepare and cook dishes considering personal hygiene and work area Weigh and measure both wet and dry ingredients independently Follow a step by step recipe ***or to adapt a recipe/use one of their own*1*** Use a paring knife safely using the bridge and claw hold with precision and accuracy Prepare fruit and vegetables for cooking – using the different cutting techniques Use all parts of the cooker – hob, grill and main oven Select and use equipment safely, ***including electrical equipment for higher level skills*2*** Use different cooking methods – dry, wet and combination To be able to carry out planning, testing and evaluating food products; Carry out Sensory testing of their final products using sensory word descriptors Evaluate their work using key terminology and offering peer feedback. ***1 – swap ingredients when needed based on availability, seasonality, dietary or budget requirements.*** ***2 – to be able to use an electric whisk and stick blender safely and independently.*** ***To make links with Science knowledge and help understand how to carry out an investigation – try one of your own e.g. how do we reduce sugar in cakes? Can we just 'take the sugar out' or 'just swap with sweetener?'***	**To be able to discuss different factors that affect food choice:** **Students will take part in a class discussion about factors they think affect their choice. They will then build upon their current knowledge with a range of examples.** **To be able to understand where our food comes from:** **Students to study how food is grown, caught and reared.** **Students to study how food is transported in terms of air miles and sustainability and the importance of seasonality.** **Extension work:** **Food and farming and literacy**: Below are a range of links to videos for you to watch about where food comes from to build up your knowledge, let us know how you do! Budding broccoli – video, questions and answers Earthy potatoes – video, questions and answers Burly beef – video, questions and answers Magnificent milk – video, questions and answers Tasty tomatoes – video, questions and answers	**To be able to recognise ingredients from different countries around the world:** Students to study the cuisine from the 7 main continents. Students to create their own presentation based on their findings and show their understanding. To be able to research and make a range of multicultural meals. To demonstrate high level practical skills. ***Demonstrate a good / high level of independence*** ***Clear application of different skills.*** ***High quality presentation taking aesthetics into consideration.***
Super Curricular • **Around your kitchen**: Have a look in your kitchen and find six different pieces of equipment that can be used to either prepare or cook food with. (Here's some images, just in case!) Suggest a food or dish that could be made using each piece of equipment. Why not find a recipe and make one of the dishes you suggested, if you have ingredients available? • **Waste not want not!** The *What's Cookin'? A Teen Age Cookery Book*, first published in 1948 lists a number of 'cooking rules' to make food go further, get better results and prevent food waste. Click here to find out some of these 'do's' and 'don'ts'. Write a list of at least five 'do's' and 'don'ts' for cooking today. What would be your most important 'cooking rule'?	Super Curricular • **Food and literacy**: Make a list of ten different places where you could buy food (e.g. supermarket, local market, takeaway, farm shop). List the types of food you can buy at each place, noting two advantages and two disadvantages of buying food from each one. • Complete a meal plan for a vegetarian. You should demonstrate your knowledge and understanding of protein complementation and the importance/functions of protein • Find here Links to lots of videos of where food comes from – from farm to fork, this will build up your background knowledge and provide real life examples. https://www.foodafactoflife.org.uk/7-11-years/where-food-comes-from/videos/#WFCF	Super Curricular **Food and geography:** Look in your kitchen cupboards. List the ingredients that could be used to add flavour to food, such as herbs, spices, stock cubes, mustard or tomato purée. Choose one and research where it is grown and how it is made or produced. Name as many recipes as you can where it could be used. To practice dishes from other countries, please refer to the school you tube channel where Mrs Mitchell demonstrates a range of different meals that you can cook along with. This will improve your skill levels as well as your time management meaning you can make more difficult things. Some of these links can also be found in the school learning zone under Year 9 and Super Curriculum.
If there are any issues accessing the links in this document, all URLS to the links used are available on the school learning zone in the Year 9 Food and Nutrition section clearly labelled Super Curriculum and then URL links.		
How can I revise in this subject? Each module will have a small low stakes assessment to check knowledge and understanding of each topic. These usually include a practical assessment and a theory piece of work. All written assessments will be based on previous learning so students will have the chance to reflect on their prior learning and knowledge in order to make good progress. The assessments will be recorded onto the front of your Food and Nutrition Flightpath loose leaf folder to aid your tracking of successes and areas for improvement. During the course of the year, you will have two tests. These will include questions that relate to the projects you have been working on, home learning exercises, together with information given to you on A4 revision sheets. These revision sheets include key knowledge and understanding from the 7 areas you cover throughout the year as well as recap from Years 7 and 8. To revise for this, you should refer back to your home learning, the additional information sheets and then practice and develop your revision techniques to learn and recall as much of the content as you can. Additional guidance and support will always be readily available from your teacher.		

Year 9 Curriculum Map – How I can be a scholar in FRENCH

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Content: *Recall of student and teacher language *TV programmes that I watch + my opinions *Opinions on music genres *Opinions on film genres *What I am going to watch in the future *Watch Les Choristes to describe my opinion of it, the characters and what happened in the past tense **Grammar:** *Modal verbs (je peux + il faut) + infinitive verbs *Opinions + infinitive verbs *Near future tense *Perfect tense (regular and irregular verbs) Higher tier (in addition): **Imperfect tense **Direct object pronouns **Adjectival placement + agreement	Content: *What types of technology I use and how regularly *What I use technology for *Reasons for using technology *The dangers of technology *What I must do to use technology safely **Grammar:** *Present tense (regular verbs) *Frequency adverbs *Possessive adjectives *In order to (pour) + infinitive verbs *Modal verbs (on peut + il faut) + infinitive verbs *There is (il y a) *Negative structure	Content: *What I did at Christmas *The technology I used *How I am going to use technology in the future *What chores I do at home *To understand the benefits of learning multiple languages at GCSE and beyond *What jobs my parents do **Grammar:** *Recall of perfect tense (regular and irregular verbs) *Imperfect tense (c'était *Recall of near future tense *Recall of present tense (regular verbs + irregular verbs) *Recall of modal verb (on peut) + infinitive verbs Higher tier (in addition): **Recall of direct object pronouns	Content: *The qualities you need to do different jobs *What job I would like in the future *Where I usually go on holiday and who with *How I travel and my opinion of the transport *What I like to do on holiday **Grammar**: *Recall of 'in order to' (pour) + infinitive verbs *Recall of modal verbs (il faut) + infinitive verbs *Conditional tense 'I would like' + 'it would be' *Recall of present tense (regular verbs + irregular verbs) *Prepositions + countries *Recall of opinions + infinitive verbs Higher tier (in addition): **Recall of negative structure **Recall of direct object pronouns	Content: *What accommodation I stay in *How to have a conversation in a hotel to book a room **Grammar:** *Recall of near future tense *Conditional tense 'I would like' + infinitive verb *Asking questions Higher tier (in addition): **Simple future tense **Conjugating the conditional tense	Content: *How to have a conversation at the train station to book a ticket *To describe my dream holiday *Watch Le Havre to explain what happened in the film *To explain what I am going to do this summer **Grammar:** *Recall of the conditional tense 'I would like' + infinitive verb *'Si' clauses that use the imperfect tense *Recall of the perfect tense (regular and irregular verbs) *Recall of near future tense Higher tier (in addition): **Conjugating the conditional tense
Super-Curricular: **Watch a French film** on Netflix/Amazon/Youtube and **write your opinion of it in the past tense** in the back of your yellow book. If you need a film, speak to Mrs Stevens.	**Super-Curricular:** **Invent a new technology**. Draw a picture of it in the back of your yellow book and label it in French.	**Super-Curricular:** **Research the different jobs** that you can do with a degree in languages. **Write the jobs** in the back of your yellow book. What are the benefits of picking up more languages in the future?	**Super-Curricular:** **Find a holiday to a French-speaking destination** (travel, accommodation, food, activities) and calculate how much this would cost. **Make a poster** of this holiday to show off what you have found. Give the poster to Mrs Stevens.	**Super-Curricular:** **Write a conversation** with someone who works in a hotel to book a room / check in to a hotel in the back of your yellow book.	**Super-Curricular:** **Draw a picture/Stick a picture of your dream holiday** in the back of your yellow book and explain what it would consist of in French.

How can I revise in this subject?

1. Use the Quizlet links that your teacher has put into your Team to revise the vocabulary seen in class.
2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/french-for-children/

Year 9 Curriculum map – How I can be a scholar in GEOGRAPHY

Skills, Knowledge and Understanding			
Unit 1: Our living World	**Unit 2: Our Unequal World**	**Unit 3: Focus on Africa**	**Unit 4: Global Issues**
Knowledge: Characteristics of temperate deciduous ecosystems Distribution and characteristics of global ecosystems (biomes) Characteristics & distribution of the Mediterranean biome Species adaption to the Mediterranean biome Bamboo distribution and properties Coral reefs distribution, importance and threats **Processes and concepts:** Formation of coral reefs Food webs & chains Sustainable resources **Skills:** Interpreting climate graphs Describing patterns & distributions Locating places using an atlas Using lines of latitude Calculating average (mean) and range How to interpret satellite photos and maps (GIS)	**Knowledge:** How we categorise countries according to wealth Ways to measure development Challenges with measuring development Causes of inequalities Impacts of inequality - migration How access to health is unequal Ways to reduce inequality in health Ways to address inequality How chocolate is produced What Fairtrade is and how it works **Processes and concepts:** What is development Development indicators Economic job sectors Positive multiplier effect Supply chains **Skills:** Map annotation; photo interpretation Scatter graph interpretation Map analysis and pattern recognition Explaining and analysing skills Calculating average (mean) and range	**Knowledge:** Location of Africa and some of the countries within it Diversity of physical geography and landscapes that exist in Africa How Africa's history has influenced the human geography of the continent The physical challenges that exist in Sub-Saharan Africa. Nigeria and the diversity of landscapes and biomes that exist there. Opportunities that exist in Nigeria and the rapid expansion of Nigeria's economy. Transnational Corporations in Nigeria **Processes and concepts:** Causes and consequences of desertification Solutions for desertification Economic, social and environmental challenges and opportunities faced in NEEs/LICs **Skills:** Map skills and describing patterns; drawing a cross section; interpreting graphs; evaluation	**Knowledge:** The greenhouse effect How the enhanced greenhouse effect causes climate change Global and local impacts of global climate change Responses to global climate change Wilderness areas Threats to wilderness areas Causes of plastic pollution Impacts of global plastic use **Processes and concepts:** Greenhouse effect Adaption Mitigation Carbon Footprint Supply chains **Skills:** Map annotation; photo interpretation; collection and interpretation of fieldwork data; using numerical data; interpreting graphs, pictograms and maps Analysis skills
Super Curricular: Bitesize KS4 Biomes – use ppts & quizzes Undertake your own research about the New Forest ecosystem. What fieldwork could you devise to discover if this is typical of a temperate deciduous biome? Watch https://www.youtube.com/watch?v=GfO-3Oir-qM Our Planet | One Planet & make a poster to inform your class about the key points	**Super Curricular:** Download an app onto your phone to keep up-to-date with latest population statistics from around the world. Try 'Human Development' (United Nations Development Report) – information on population statistics. Stacey Dooley documentaries relating to lifestyles in different countries.	**Super Curricular:** Watch David Attenborough Africa – the future. How are local people getting involved in saving endangered species of animals? Find out what it's like to go to school in Kenya. What similarities or differences are there compared with your experience of school? Find out more about Africa's future and The Great Green Wall.	**Super Curricular:** Read Greta's Story. Then evaluate - What difference can one teenage make? Work out your home's carbon footprint and ways to reduce it. Watch war on plastic – BBC iplayer. Then think how can you reduce your plastic use? Encourage reduction of single use plastic in your household.

How can I revise for assessments?

Throughout the year, you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doddle Learn in Geography for home learning. This has lots of presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete. **Here are just a few ideas for revising specific parts of your geographical studies:**

- For key terms and definitions, make a set of heads and tails cards and practise alone. You could also get others to test you.
- For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision cards for each type of process.
- For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study.
- For revising an issue-based topic: use a table to capture arguments for and against the issue.

Year 9 Curriculum Map - How I can be a scholar in HISTORY

Skills and Knowledge
How do events in the 20th and 21st century affect the world we live in today?

Unit 1:	Unit 2:	Unit 3:	Unit 4:

Was America alone in its racial intolerance during the 20th century?
Skills: describing historical features; constructing an argument with a judgement, analysing interpretation, change and continuity.
Knowledge:
• Why would people want to move to the USA in 1920?
• What was the Boom of the 1920s and why did some people not benefit from it?
• What was the red scare in America and why did the KKK get away with murder?
• How did racial intolerance in the 1920s compare to Great Britain and Germany?
• The impact of the depression on the rest of the world.
• How have race relations changed in GB and USA over the rest of the 20th century into modern day?
	Was Germany's extreme treatment of the Jews usual?
	Skills: explanation, change and continuity, cause and consequence, constructing and argument with a judgement, source analysis
	Knowledge:
	• Stages of the Holocaust – discrimination, separation, extermination.
	• Resistance to the Holocaust.
	• Could the allies have done more to stop the Holocaust?
	• Comparison to treatment of Jews in other countries
	• How the Holocaust is remembered and commemorated
		How did political differences define the 20th century?
		Skills: describing historical features; constructing an argument with a judgement, understanding political ideals, source analysis and analysing interpretations.
		Knowledge:
		• Why were people so afraid of communism?
		• Why were people less afraid of fascism?
		• Why did the Russian civil war strike fear into other countries?
		• Was the fear of communism the main reason for the rise of the Nazis?
		• Why did GB and France appease Hitler?
		• Why do enemies become 'friends' in WW2?
		• Why were we inches away from nuclear annihilation in 1963?
		• Why did the USA get involved and fail in Vietnam?
		• How does Vietnam bring about instability in the USA?
			How far have we come in our acceptance of differences?
			Skills: explanation, P.E.E paragraphs, change and continuity, describing historical events, constructing an argument with a judgement
			Knowledge:
			• How far have we come in our acceptance of different sexualities?
			  ○ History of and reasons for illegality of homosexuality
			  ○ Case study- Alan Turing
			• How far have we come in our acceptance of different disabilities?
			  ○ Eugenics
			  ○ Acceptance of physical disabilities
			  ○ Acceptance of mental disabilities
			  ○ Impact of COVID lockdowns
			• How far have we come in our acceptance of different genders?
			  ○ History of gender differences
			  ○ Suffragettes
			  ○ Women's rights campaigns

Super Curricular: Read or watch The Great Gatsby. Watch an episode of horrible histories and factcheck it for accuracy. Visit Windrush museum Read https://www.facinghistory.org/resource-library/rise-nazi-party-0	**Super Curricular:** Read the boy in the stripped pyjamas. Watch or read the Book Thief.	**Super Curricular:** Visit the Imperial war museum and create a fact file on the events of WW2. Use BBC Bitesize to create cue cards about the different events. Read: The **Cold War**: A World History by Odd Arne Westad Watch Forrest Gump	**Super Curricular:** Use themes and topics covered in tutor time activities and PSHE Visit Bletchley Park

How can I revise for assessments?
Reread or research any of the topics / themes each for half-term. Create mind-maps using the key questions on this sheet. Make cue cards about the key events. Create a timeline of topics learnt. Play bingo using key words.

Year 9 Curriculum Map - How I can be a scholar in MATHEMATICS

Skills Knowledge and Understanding

Autumn Half Term 1:

Percentages & Fractions
Add, subtract, multiply and divide fractions
Mixed numbers
Equivalent fractions, decimals and percentages
Percentages of amounts
Percentage Change
Percentage increase and decrease
Compound interest
Reverse percentages

Formulae & Sequences
Substitute values into expressions, including with positive and negative integers
Continue a sequence of numbers of patterns
Find the nth term of a linear or quadratic sequence
Start looking at iteration

Angles & Shape Properties
Construct and measure angles
Use angle properties to find missing angles on a line, around a point, in a triangle and in parallel lines
Find angles in polygons
Form and solve equations involving shapes by using their properties
Congruency
Plans and elevations

Autumn Half Term 2:

Number Skills
Multiplying and dividing including with decimals and in a context
Use negative numbers in a wide range of contexts
Using rounding across a range of topics and realising that it can affect the allocation of the last mark of a difficult question.
Being able to write upper and lower bounds as error intervals.

Expanding & Factorising
Simplifying algebraic expressions including forming expressions in a range of contexts
Expand and simplify brackets
Factorise an expression, including up to a quadratic expression

Ratio & Proportion
Simplify a ratio
Share in a given ratio
Calculating and comparing best value, including the unitary method.
Understand direct and inverse proportion including in an algebraic and graphical sense

Spring Half Term 1:

Solving Equations
Solve equations including ones that might involve a bracket and where the answer could be positive, negative or a fraction
Solve equations with the unknown on both sides
Solve simultaneous equations
Form and solve an equation

Area, Volume & Circles
Finding area and perimeter of basic and compound shapes in 2D such as rectangles, triangles, parallelograms, trapezium, kite
Investigating surface area and volume of 3D shapes.
Know and use the definitions of circles and their properties and find the area and circumference
Convert between units of area and volume

Coordinates & Graphs
Use a conversion graph
Understand the properties of straight line graphs
Plot straight line graphs
Extend to plotting different types of graphs including quadratic, cubic and reciprocals

Spring Half Term 2:

Transformations and Scale Factors
Use and describe, using correct mathematical terminology, the four basic transformations; reflection, rotation, translations and enlargement.
Use scale factors to work with similar shapes, i.e. linear, area and volume scale factor
Apply and recognise combinations of two or more transformations.

Representing Data
Able to draw bar charts, pictograms, pie charts and stem and leaf diagrams
Draw and use two way tables
Draw and interpret scatter graphs including correlation, interpolation from a line of best fit.
Extending to data analysis using cumulative frequency graphs and box plots.

HCF/LCM, Indices, Standard Form
Revisit factors, multiples and primes as well as powers and roots with and without a calculator.
Extend understanding of indices and then apply in the context of standard form.

Summer Half Term 1:

Probability and Venn Diagrams
Describe and calculate probability of outcomes of single events progressing to multiple events.
Calculations with probabilities and the use of tree diagrams and Venn diagrams.
Extend to set notation and conditional probability.

Averages and Sampling Methods
Calculate basic averages from lists and frequency tables.
Make calculated estimates of averages from large data sets.
Compare two data sets using averages and measures of spread.
Understand bias in sampling methods.

Pythagoras and Trigonometry
Understand and use Pythagoras' theorem when finding missing side lengths of right-angled triangles.
Develop an understanding of the trigonometric ratios sin, cos & tan.
Use trig ratios to find missing lengths and missing angles.
Solve geometric problems involving Pythagoras' theorem and trig.
Extend to trig graphs and exact values.

Summer Half Term 2:

Inequalities and Equations
Understand the inequality symbols
Represent an inequality on a number line
Solve linear inequalities
Draw and interpret graphs of linear inequalities to identify regions.
Rearrange equations involving one, two and multiple steps.

Compound Measures
Make calculations of speed, density and pressure.
Understand and use the graphs of these measures.
Use and convert units for calculation.

Graphs of Functions
Use substitution to calculate coordinates and plot graphs of quadratic, cubic and reciprocal functions.
Recognise graphs of equations.
Sketch graphs using key values.
Factorise expressions to find roots of equations.
Sketch trigonometric functions.

Super Curricular

PLUS Magazine
https://plus.maths.org/content/
Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.

Super Curricular:

The **CHRISTMAS LECTURES** are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out 2006!
https://www.rigb.org/christmas-lectures/watch/2006/the-num8er-my5teries

Super Curricular:

The **NRICH** website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative.
https://nrich.maths.org

Super Curricular:

Puzzles!
https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf
If you're into puzzles and want to stretch your thinking, visit this website.
Ringwood school enters the National Maths Challenge each year and this website provides good practice material.

Super Curricular:

Research **famous mathematicians** and their work in maths, for example:

- Isaac Newton – links to all sorts of subjects!
- Fermat's Last Theorem – linked to Pythagoras' theorem
- Carl Gauss – Number theory
- John Von Neumann – Set theory, game theory…
- Benoit Mandelbrot - fractals

Super Curricular:

The **Royal Institution** (who puts on the Christmas lectures) also produce educational resources for science and maths. Here's a link to an interesting investigation on magic squares:
https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-magic-squares

How to revise Mathematics

- Use your skills book to learn key mathematical facts and formulae
- Revisit past home learning sheets and repeat the questions, particularly those you found more challenging
- Practice as much as possible; visit these websites to find additional resources:www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, BBC Bitesize Key Stage 3 Maths
- Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley

Year 9 Music Pathway Curriculum Map – How I can be a scholar in MUSIC

Skills and Knowledge					
Cubase Skills	**Film and TV Music**	**Music for Special Occasions**	**Creating a Remix**	**Audio Recording**	**Pop Music**
You will learn: • To use a music technology program called Cubase • Basic skills to orientate this new DAW and understand the Cubase project window • To understand how texture and instrumentation affect the sound in music • The capabilities of the software and differences between MIDI and audio files	You will learn: • How music is used in film, TV and adverts to create or affect mood • How composers use motifs, leitmotifs, diegetic and non-diegetic music in films and TV • To compose some film, TV and advert music in a variety of styles, both to action on screen and to set a scene/tell a story	You will learn: • How to analyse music used for special occasions including remembrance, royal events, and Christmas • To compose some music for a special occasion, building on composition skills from Year 7 and 8	You will learn: • How to use Cubase to manipulate sounds, samples and loops • To use technology to remix a piece of music into your own style • Features of different musical genres in order to create a remix in your chosen style • Add FX to your work to enhance your piece	You will learn: • To use a range of microphones to record audio, then process, manipulate and create a piece using these recordings • To use Groove Agent to turn your recorded audio into samples which you could play on a keyboard	You will learn: • How pop music developed from blues and jazz music • To describe pop music you hear, and understand a range of styles • To perform some pop songs as an ensemble • To write your own pop song
Super-Curricular: Join Music Tech club to explore and experience music technology, using your own ideas. Install the free version of Cubase onto your home computer to allow you to explore and investigate Music Technology at home.	**Super-Curricular:** Watch films you enjoy and listen carefully to the music. Learn to play some film themes on your instrument/keyboard app. Try to compose your own film music to a scene which you have written. Watch some film music composition and analysis videos on YouTube	**Super-Curricular:** Listen to music you hear at events or special occasions. Consider the instruments and styles you hear – why do you think they are appropriate?	**Super-Curricular:** Join Music Tech club to explore and experience music technology, using your own ideas. Install the free version of Cubase onto your home computer to allow you to explore and investigate Music Technology at home.	**Super-Curricular:** Join Music Tech club to explore and experience music technology, using your own ideas. Explore the resource videos on the Learning Zone to further your understanding of Musical Technology	**Super-Curricular:** Listen to music in a range of styles from a wide period of time. Describe the music you hear using the elements of music. Watch recordings of live performances on YouTube, e.g. from Glastonbury. Even better, try to go to a live music gig! Write about your experience.
How can I revise in this subject? You have a log on to 'Focus on Sound', which you can access through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for Key Stage 3, GCSE and A level for both Music and Music Technology. It is a fantastic resource. You will be directed to relevant sections during Year 9, but feel free to explore and deepen your musical understanding by yourself. You will build your knowledge of the elements of music and musical vocabulary across all topics in Year 9. Focus on Sound will help you to embed this and to test your understanding. Use the free version of Cubase if you are able to install it at home, or spend time in the department becoming familiar and confident with the new software you learn during Year 9.					

Students taking the Year 9 Music Pathway will be given small group instrumental tuition on a variety of popular instruments for a minimum of half a term.

Year 9 Curriculum map – How I can be a scholar in Physical Education

STRAND	Skills Knowledge and Understanding					
	Term 1:	**Term 2:**	**Term 3:**	**Term 4:**	**Term 5:**	**Term 6:**
Practical Content	Develop advanced skills and tactical knowledge in team & individual sport.				Develop advanced skills and tactical knowledge in athletic activities	Develop advanced skills and tactical knowledge in striking and fielding games
Health & Safety	Develop healthy active lifestyles habits through a range of team sports and individual sports within physical activity				Develop healthy active lifestyles through athletic activities	Develop healthy active lifestyles through striking and fielding games
Leadership	To set up and deliver a practice or drill to develop a skill within team and individual sports with teacher help and guidance.				To set up and deliver a practice or drill within athletics with teacher help and guidance.	To set up and deliver a practice or drill within striking and fielding games with teacher help and guidance.
Officiating	To take on the role of referee or umpire in team and individual sports, upholding the TREDS values.				Take on the role of recording official in athletic events.	Take on the role of umpire or scorer in striking and fielding games.
Evaluating & Improving Performance	To be able to identify tactical strengths and weaknesses, and suggest ways for a team or individual to outwit the opposition.				Analyse their own performances compared to previous ones and demonstrate ways to improve to achieve their personal best.	To be able to identify suitable field settings to outwit the opposition.
Super Curricular:	Join an extra-curricular club in or out of school and show resilience by attending regularly.	Research an inspirational sports person. What challenges did they face reaching the top of their sport?	Check the back pages of a reputable newspaper or the BBC Sport website for up to date sports news.	Check out an instructional video on YouTube to get better at a skill you are learning.	Choose an athletic event to focus on. Attend athletics club and improve your personal best in that event.	Encourage a friend to join you at an extra-curricular club or activity.

Ringwood School PSHE Making Positive Choices

Year 9 PSHE Curriculum Map – How I can be a scholar in PSHE

Skills and Knowledge					
Half-term 1:	**Half-term 2:**	**Half-term 3:**	**Half-term 4:**	**Half-term 5:**	**Half-term 6:**
Healthy Lifestyle about the relationship between physical and mental health and risk factors about balancing work, leisure, screen time, diet, exercise and sleep to make independent health choices and where to seek support	**Sustainability** About the term Global citizen Impact on Earth's resources by over use of plastics, energy and water supply About the term fast fashion and impact About the programs that prevent endangered animals from becoming extinct	**Setting goals** about transferable skills, abilities and interests about different types of employment, career pathways and volunteering opportunities how to work towards aspirations and set meaningful, realistic goals for the future about GCSE and post-16 options	**Peer influence, knife crime and gangs** how to assess risk and manage influences, including online about 'group think', how it affects behaviour and managing risk in relation to gangs how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively about the legal and physical risks of carrying a knife	**Respectful relationships** about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering about conflict and its causes in different contexts, e.g. with family and friends how to access support services about FGM and how to access help and support	**Substance Misuse** about positive social norms in relation to drug and alcohol use about legal and health risks in relation to drug and alcohol use, including addiction and dependence
Supporting websites for further information: https://careerpilot.org.uk/ https://www.redcross.org.uk/first-aid https://www.themix.org.uk/ https://chathealth.nhs.uk/ https://www.youngminds.org.uk/ https://www.brook.org.uk/ https://www.childline.org.uk/ https://mermaidsuk.org.uk/ https://www.wwf.org.uk/					**Super Curricular:** **Off timetable day** **27th June** **Health and Well-Being** **Road Safety** **Alcohol Awareness** **Consent** **Sexual Health and self-care** **First Aid**

Year 9 Science Curriculum Map – How I can be a scholar in SCIENCE

Skills and Knowledge					
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
9C1 Fundamental ideas in chemistry Atomic structure. The Periodic Table. Ions and ionic bonding. **9B1 Cells and respiration** Cell structure. Use of a light microscope. Electron microscopes. Calculating magnification. Converting units. Converting to and from standard form. **9P1 Forces** Resultant forces. Identifying forces. Friction. Magnetism. Gravity. **9P2 Particles & heat transfer** Calculating density. Calculating pressure.	**9B1 Cells and respiration** Aerobic respiration. Uses of energy in organisms. **9C2 Crude oil and fuels** Covalent bonding. Hydrocarbons. Combustion. Investigating the properties of hydrocarbons. Distillation. **9P2 Particles and heat transfer** How heat energy is transferred. **9B3 Photosynthesis** Photosynthesis. Linking leaf structure and photosynthesis. How plants get water and carbon dioxide. **Investigative skills**: planning an experiment into factors affecting photosynthesis. Presenting data. The carbon cycle.	**9C2 Crude oil and fuels** Fractional distillation. **Investigative skills**: planning an experiment into which fuels release the most energy. **9C3 Metals** Metals and non-metals. Metallic bonding. Symbol formulae and balancing equations. The reactivity series and displacement reactions. **9P3 Waves** Waves. Reflection. Refraction. Planning an experiment into factors affecting wave speed. Sound and ultrasound. Using the wave equation to calculate wave speed, wavelength or frequency. **9B2 Disease** Health. Risk factors and cardiovascular disease. Identifying the four types of pathogen. Use of light microscopes. Researching different human diseases. HIV.	**9B2 Disease** Health. Risk factors and cardiovascular disease. Identifying the four types of pathogen. Use of light microscopes. Researching different human diseases. HIV. **9C3 Metals** Extracting metals using displacement and electrolysis. **9P4 Electrical circuits** Circuit symbols. Investigating voltage. Investigating current. Calculating current. Investigating resistance.	**9P5 Motion** Calculating speed. Interpreting distance-time graphs, calculating speed using them. Velocity and velocity-time graphs. Calculating acceleration. Investigating factors that affect stopping distance. **9C4 Rates of reaction** Practical skills: the effect of surface area on the rate of reaction. The effect of temperature on the rate of reaction. Activation energy. Data presentation: plotting graphs. Collision theory. Investigative skills: planning two experiments into the effect of concentration on the rate of reaction. **Revision – both teachers** Targeted revision of content learned since the start of the year in preparation for the Year 9 exam week.	**9P6 Energy** Energy. Identifying energy stores and how energy transfers in a useful or wasteful way. Calculating gravitational potential energy from experimental data. Calculating power. Calculating kinetic energy. **9B4 Ecosystems** Energy in food webs. **Research skills**: investigating alien species, the threats to species, and protective measures. Classification of living things. Using capture-mark-release to estimate population size. Interpreting predator-prey cycles. Presenting data. **Investigative skills**: planning an experiment into abiotic factors.

Super Curricular:

Go to Brownsea Island and see if you can spot any red squirrels. Then research why the grey squirrel is more common on the mainland.
Research the different species of animals that live in the New Forest. Find out how many of them are threatened, and what is being done to protect them. How is ultrasound used in medicine? Ask if you have any ultrasound scans of you as a baby. Research how the ultrasound waves form the images on screen.

How can I revise for assessments?

You will be given a set of key idea slides as you start each topic, which are directly linked to your lessons. You could also use GCSE BBC bitesize, but be aware that you will come across some ideas that you haven't yet learned about. You can find it at this link: https://www.bbc.co.uk/bitesize/examspecs/z8r997h

Year 9 Curriculum map: How I can be a scholar in SPANISH

I will be able to…					
Term 1:	**Term 2:**	**Term 3:**	**Term 4:**	**Term 5:**	**Term 6:**
Content: 1. Get to know the Spanish speaking countries 2. Greet and introduce myself 3. Count and recognise numbers 1-31 4. Understand dates 5. Learn colours and opinions Grammar: 1. Understand word order 2. Use masculine, feminine and plural nouns 3. use the present tense of 'tener' (to have) 4. use a variety of questions words (cuando, que, cuantos)	Content: 1. count up to 100 2. describe my family (the family members that there are, what brothers and sisters I have) 3. describe my pets 4. describe my friends and family (personality, hair, eyes) Grammar: 1. use opinions (me gusta, no me gusta, me encanta) 2. use the present tense of 'tener' (to have) and 'ser' (to be) 3.understand the adjective agreement 4.use the negative structure (I have **not** = no tengo) 5.use possessive adjectives (mi/mis)	Content: 1. describe hobbies and my opinion 2. learn sports and when to use *jugar al* or *practicar* 3. give opinions on sports including justifications (likes, dislikes, free time activities, sports) Grammar: 1. use frequency adverbs (siempre, a veces, nunca) 2. use the present tense of regular verbs 3. use the present tense of common irregular verbs (hacer, jugar)	Content: 1. describe weather and what you can do depending on weather 2. describe where I live 3. describe types of houses and rooms in the house Grammar: 1.use 'si' and 'cuando' constructions (if and when) 2.use 'es' and 'está' 3.use the present tense of 'vivir' (to live) 4.use the definite article (el/ la/ los/ las)	Content: 1. describe my dream house 2. explain what there is and isn't in my town 3. explain where you go in town Grammar: 1. use some conditional expressions (me gustaría, sería) 2. use more frequency adverbs (todos los día menudo, los fines de semana)use 'hay' and 'no hay' (there is + there isn't) 3. use contrasting adjectives and connectives pero = but/ sin embargo= however)	Content: 1. give opinions on my town (with reasons) 2. discuss plans for the future Grammar: 1. use the present tense of 'ir'(to go) 2. use the immediate future to discuss my plans for the weekend
Super Curricular: Research geographical information (capitals, borders, mountains) on **South American countries.**	**Super Curricular:** Research the Spanish royal family. Draw a family tree and write a physical description of each person.	**Super curricular** Research the following sport personalities on YouTube. **Lionel Messi, Sofia Mulanovich, Caterine Ibarguen, Garbiñe Muguruza, Pedro Martínez.** Find out where they are from, the sport they are famous and achievements.	**Super curricular** Look on the AirB&B website at house in Madrid and Malaga. Find a house/apartment you like and describe some of the rooms in the photos.	**Super curricular** Granada is in the south of Spain, just like Ringwood is in the south of England. Research the town and create a tourist pamphlet about what there is and what you can do there.	**Super curricular** Search for some cartoons on Youtube, but with 'en español' in the search bar. Eg Peppa Pig, Ben 10, Dora. See what you can understand and look up any new words.

How can I revise in this subject?

Follow the next links for the key structures every term

Term 1 Basic greetings, Numbers 1-31, Months of the year, Basic questions, Colours, Opinions

Term 2 Numbers 1-100, Family, Pets, Hair and eyes descriptions, Physical descriptions, Character descriptions

Term 3 Free time activities and how often, Play and do in the present tense, Sports

Term 4 Weather, Where I live, Rooms in the house

Term 5 My dream house, My town

Term 6 Where I go and what for

Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/spanish-for-children/

Year 9 Super Curriculum map – Technology Pathway. How I can be a scholar in TECHNOLOGY

Skills Knowledge and Understanding

3D CAD

To be able to use the assembly tools on SOLIDWORKS with increasing precision and complexity
Use solidworks to assemble pre-prepared components for the torch
Accurately assemble all components in a logical order
Create assembled, exploded and sectional views of the torch
Create an Assembly drawing with a dimensioned orthographic of the assembled torch, all 3 versions of the torch
Correctly annotate the exploded drawing using the 'bubble' tool
Create a bill of materials for the exploded view with correct annotation.
Create photorealistic images of the assemble torch
Use all tools with knowledge and accuracy.
Demonstrate a good / high level of independence* clear application of different skills
Have a clear understanding of layout control and target audience.

To be able to use an increasing variety of tools on SOLIDWORKS to build component parts and assemblies
Create a simple sketch of a part
Use smart dimension to measure and edit
Create a simple 3D parts using extruded boss / base
Create slots in a 3D part using extruded cut
Be able to apply the techniques across all box components
Apply appropriate render materials to each part
Assemble all component parts into a final assembly using the mating tools and appropriate control of poistion
To create precise 3D shapes
To add a render to make a model look realistic
Good use of navigation using zoom, rotate views, shortcuts*
Use all tools with knowledge and accuracy.
Demonstrate a good / high level of independence* clear application of different skills

To be able to generate working drawings, photorealistic images and parts lists in SOLIDWORKS
Create an Assembly drawing with a dimensioned orthographic of the assembled box, with dimensions.
Create photorealistic images of the assembled box
Correctly annotate an isometric view of the box using the 'bubble' tool
Create a bill of materials for the box, with correct annotation.

DESIGN DRAWING AND ITERATIVE DESIGN

To be able to use equipment to develop hand drawing techniques:
Single point perspective
2 point perspective
Apply isometric drawing techniques to produce 3d drawings
Orthographic third angle projection
Apply rendering techniques to give improved aesthetic appeal and 3 Dimensionality
Use different drawing techniques to produce more complex shapes & design ideas*
Show precision and accuracy
Render with finesse

To be able to produce iterative design ideas with annotation and evaluation
Produce clear design ideas for the lid design and associated linked images.
To annotate design ideas suggesting possible improvements
Act upon suggested improvements to show the iterative process
To develop design ideas in response to analysis and evaluation
Produce design ideas to a high standard*

To be able to use 2D Design and the Laser Cutter
Accurately measure and draw out the size and shape of their lid
Use their knowledge of 2D Design from year 7/8 to reproduce an effective lid design.
Demonstrate the use of fill/line colour in relation to the operation of the laser cutter
Demonstrate a high level of independence* clear application of different skills and quality control techniques. *

WORKING IN METALS

To be able to accurately mark out, cut and finish a variety of aluminium tube profiles
Read and interpret engineered drawings
Mark out accurately using a pencil, ruler and engineers square
Accurately clamp and cut out aluminium tube using a hack saw
Using Cross file and draw filing techniques
Apply quality control techniques for precision
Use squares and go/no go gauges to assess the quality of outcomes, acting upon information gained
Remove the burr on edges of the aluminium sheet using a fine file
Use wet and dry paper or emery cloth for a smooth, attractive finish
Accurate and precise marking, cutting, filing, smoothing using hand tools*
Appropriate use of quality control and assessment techniques throughout the process
Understanding the importance of tolerance within dimensions and how to work to tolerance

To be able to use soldering equipment with precision to assemble the LED light unit
Identify and manipulate component legs into appropriate positions
Position components correctly onto the PCB and relative to one another
Use Soldering equipment safely and precisely
Accurate and precise use of soldering equipment
Safe working practices seen at all times*
The assembly fits precisely inside the torch barrel

To accurately file steel sections within desired tolerances
Read and interpret engineered drawings
Use Cross file and draw filing techniques to prepare the steel components
Apply quality control techniques for precision
Use squares and go/no go gauges to assess the quality of outcomes, acting upon information gained
Use Emery cloth for appropriate levels of finish on the components
Demonstrate a high level of independence throughout practical work*

To accurately assemble components to produce a working torch
Use working drawings to carefully assemble component parts
React appropriately to changing circumstances and rectify issues as they occur during assembly
Care and attention to detail with final assembly*

Super Curricular	Super Curricular	Super Curricular
Use Solid works in and out of school to generate their own product designs. *Utilise Solid works tutorials to enhance their own knowledge and understanding.* *Manufacture their own 3D products in school, after discussions with staff*	*Develop their own drawings and products that will utilise the laser cutter/3D Printer.* *Manufacture their own products in school, as discussed with class teacher*	*Disassemble products at home to identify materials and components.* *'Fix' broken products to show a clear understanding of the circular economy and the need to mend products to reduce a throwaway culture.* *Make a sculptural piece for the garden using waste materials and products found at home.*

Year 9 Super Curriculum map – Technology Pathway. How I can be a scholar in TECHNOLOGY

WORKING IN TIMBER	GRAPHIC DESIGN PACKAGING	ARCHITECTURAL MODELLING
To be able to mark out and cut lap joints in wood Apply identification marks to the 4 box pieces using face edge and side marks and identification of corners. Use prior knowledge of the band facer to prepare square ends of the component pieces Identify and correctly use a steel ruler, try square and marking gauge Correctly apply quality control techniques when marking out To use guide blocks when cutting lap joints with a Tenon Saw ***Accurate and precise marking, cutting and use of machine tools*** ***Appropriate use of quality control and assessment techniques throughout the process*** To be able to accurately and safely use chisels, mallets and thumb routers in the production of wood joints Clearly identify waste Clamp work correctly to enable safe and accurate chiselling Safely hold and use the chisel and mallet as demonstrated To remove waste material using the principal of 'half' Use of chisel or thumb router to clean the lap joint, using appropriate quality control techniques ***Accurate and precise chiselling techniques, showing adaptation to changes circumstances and responding to materials*** ***Appropriate use of quality control and assessment techniques throughout the process*** ***Repetitive accuracy for all corners*** To be able to glue and clamp wooden products using a variety of equipment To apply a dry joining technique for calculating the base side and checking for squareness Apply an appropriate amount of wood glue Protect and clamp glue in the appropriate sequence, checking for squareness with the try square ***Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. **** To be able to prepare the finished product ready for application of appropriate surface finishes Use the band facer to remove large amounts of excess, assessing positioning of box in relation to grain direction Use 2 grades of glass paper in the correct order and recognising the grain direction Apply a sealing coat of Tung oil followed by wax, taking account of drying times ***Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. ****	To be able to produce appropriately sized sleeve packaging for the boxed torch Take measurements form their box for use in the sleeve sizing Use Adobe Illustrator, appropriately set, to lay out the net for the sleeve. Research imagery appropriately linked to the lid design, product and corporate styling Use Photoshop to manipulate images as necessary Apply graphics and text to the sleeve net. Test the net before printing in colour onto card ***Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.**** To be able to produce a 'flip leaflet' for inclusion in the box Interpret the different components on the flip leaflet. Plan the information and graphic requirements for each element of the flip leaflet, taking account of relative positioning and orientation. Draw out the components for the flip leaflet onto Adobe illustrator Use Photoshop to manipulate images as necessary Apply graphics and text to the flip leaflet components. Print onto card Accurately cut out components and assemble ***Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.****	To be able to apply the iterative design process in the development of their bus shelter designs Use unfamiliar images and scenarios to generate design ideas Sketch design ideas and apply the iterative process Annotate design ideas with detailed comments to explain features to third parties and to suggest improvements and adaptation Act upon the suggested improvements to show the iterative design process in action ***To develop design ideas in response to analysis and evaluation*** ***Produce design ideas to a high standard**** ***Show an increasing use of the iterative process and presentation techniques*** To be able to prepare a materials list for modelling Create a material list for the real bus shelter and model Identify the real life and scaled dimension for each component Prepare a materials list for the model To be able to model to an appropriate scale, quality of realism and finish Model to scale using card and additional materials as identified on their cutting list and as available. ***Model to scale, complex designs that show further adaptation and modification to the original intentions****
Super Curricular M*ake things at home. Why not make a bird box, bug house or hedgehog house from scrap wood?* *Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'*	Super Curricular Use graphic design packages on a home computer/tablet to develop logos and corporate identities for their own 'brand' based upon the initials. Take your favourite clothing brand logo and adapt it to incorporate your own initials, as if you were designing a branded range for that company.	Super Curricular *To buy a modelling kit and complete it.* *Watch Grand Designs/George Clarkes Amazing Spaces or similar to see how architectural models/computer generated models are used to 'view' concepts* *To use materials available at home or Google Sketch-up to create an architectural model of your home or dream home*

How can I revise in this subject?

As you rotate across the six different areas within the Technology Pathway, you will be assessed on 6 key criteria for each. You will be given a summative flightpath assessment for each of the 6 areas.
The assessments will be recorded onto the front of your Technology Flightpath loose leaf folder to aid your tracking of successes and areas for improvement.
During the course of the year, you will have two tests. These will include questions that relate to the projects you have been working on, home learning exercises, together with information given to you on A4 revision sheets. These revision sheets include key knowledge and understanding from the 6 areas you cover throughout the year and new content related to unfamiliar products. The new information is designed to develop enquiring, technological and environmentally aware designers.
To revise for this, you should refer back to your home learning, the additional information sheets and then practice and develop your revision techniques to learn and recall as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.

Year 9 TEXTILES Curriculum Map – How I can be a scholar in TEXTILES

Skills and Knowledge

Half-term 1: (7 weeks)	**Half-term 2:**(7 weeks)	**Half-term 3:** (7 weeks)	**Half-term 4:** (6 weeks)	**Half-term 5:** (5 weeks)	**Half-term 6:** (7 weeks)
Workshop 1: Observational drawings from natural patterns – using tonal pencil, biro and fine liner to fill the missing gaps of a photocopied drawing. H/L 1 - 2 x A4 pages of internet images of patterns. Man-made and natural. PPT - 1. Y9 week 1 - filling the gap recording Workshop 2: Create a mixed media collage exploring patterns in the man-made and natural world and use carbon paper to transfer the design to paper. H/L 2 – own photos – man made patterns and natural patterns. 4-8 photos of each. PPT - 2. Y9 week 2 - Collage and trace recording Workshop 3: Learn the importance of presentation and how to create a visually exciting sketchbook. All work stuck into sketchbooks and title page completed. H/L 3 – Books up to date and title page completed. PPT - 3. Y9 week 3 - sketchbook presentation and title page Workshop 4: Transfer pattern design to fabric, learn to use the palette paints to create painted colour scales before painting design. H/L 4 – double research page into a chosen culture and the significance of pattern within it. PPT - 4. Y9 week 4,5&6 - transfer to fabric and learning painting DIRT LESSON – complete any work in sketchbooks that needs to be done.	Workshop 5: Fabric decoration and embellishment – learn the basic hand embroidery stitches to create a sample. Running stitch / Back stitch / Cross stitch / Zig Zag / Satin stitch / Chain stitch / French knots. Draw a design based on chosen culture onto calico and create a detailed hand embroidery sample. These samples can be presented as part of the cultural study double page. H/L 6 & 7 – learn more complex stitches following you tube tutorials and create a sample. PPT - 5. Y9 week 7&8 - cultural hand embroidery Workshop 6a: ARTIST STUDY: ANGIE LEWIN **Reduction printing** linked to Angie Lewin. Look at the work of Lewin and discuss. 1. Image analysis of chosen painting using the key words sheet. 2. Write as a mind map around the image and then white an overview paragraph. 3. Using the images sheet provided as inspiration, do 3 different Lewin inspired designs. – colour using 3 colours. H/L 1 – Angie Lewin research to be presented as a double page. Images, information and image analysis done in class. PPT – 6. Y9 week 9,10&11- reduction printing inspired by Angie Lewin Workshop 6b: Create a polytile based on designs and begin reduction printing – repeat print and layer with 3 colours – light to dark. H/L – sew into 1 reduction print. Complete Lewin artist study, presented as 2 double pages worth of work to include prints. PPT – 6. Y9 week 9,10&11- reduction printing inspired by Angie Lewin. H/L – Ensure book is fully up to date in readiness for the new term. DIRT LESSON – complete any work in sketchbooks that needs to be done.	Workshop 6b (Continued): Create a polytile based on designs and begin reduction printing – repeat print and layer with 3 colours – light to dark. H/L – sew into 1 reduction print. Complete Lewin artist study, presented as 2 double pages worth of work to include prints. PPT – 6. Y9 week 9,10&11- reduction printing inspired by Angie Lewin. Workshop 7: Bonding and fusing to create fabrics – **felt making** in response to images of butterfly wings and artist Moy Mackay. Hand sew back into felt sample to add detail. Ext. 3D felting – felt balls and felt Shibori by hand around a marble. H/L – Complete felt sample and the presentation of a double page based on felting and butterfly wings. PPT – 7. Y9 - Needle and wet felting Workshop 8: ARTIST STUDY: VICTORIA VILLASANA Using hand embroidery skills in response to artist Victoria Villasana. Using own photos of patterns to inform responses. H/L – Victoria Villasana research page – to complete double page artist study (research, opinions, images and own response) PPT – 8. Y9 - Victoria Villasana artist study DIRT LESSON – complete any work in sketchbooks that needs to be done.	Workshop 9: ARTIST STUDY: ROS LYMER: experiment with mono printing, layering and fabric collage, combining techniques learnt so far. Make samples in response to Ros Lymer. Become confident using the sewing machines if appropriate. H/L – Ros Lymer research page. PPT – 9. Y9 - Ros Lymer artist study Developing 1: Understand how to develop a project… 1. General mind map of ideas linked to the theme of pattern. 2. Specific mind map linked to chosen area of interest. 3. Mood board of inspiring imagers from the internet linked to chosen theme. 4. Mood board of simple patchwork bags that inspire you. 5. Artist mood board – 4-8 x artists who inspire you, images and name of artist – spread across a double page H/L – own photos linked to chosen theme, and complete all development pages in tasks 1-5 PPT – 10. Y9 - mind mapping and designing	Developing 2: Create detailed design ideas for a patchwork bag, in colour and annotated to include techniques etc. H/L – PPT – Making: Begin making bags – cut out pieces for the patchwork and begin to apply knowledge, skills and techniques learnt so far. H/L – PPT –	Making: Learn how to follow a simple bag pattern, cutting and pinning correctly to avoid wastage and ensure accuracy. Demonstrate technical skills and ability to make the panels for the patchwork bag. Deepen confidence using the sewing machine to construct bag. Evaluate: Evaluate the project using key words and terminology.

Super Curricular: Make samples using more complicated hand embroidery stitches by following tutorials on YouTube. Continue to take your own photos of patterns that inspire you.	Fabric manipulation –experiment with using fabrics to create pleats, ruffles, tucks, puffs and smocking. Support with research into fabric manipulation in fashion. Visit art galleries and exhibitions and take inspiration for the work you see. LEARN A NEW SKILL: Learn the process of resist dying through experimental Tie Dye and Batik/paste resist.	LEARN A NEW SKILL: Bonding and fusing to create fabrics using the process of weaving – Learning to create plain weaves, tapestry weaves, circle weaves and experimental weaves. Create more artist responses, further experiment with layering and combining techniques. Add complexity to your bag; such as pockets, buttons, zips etc.

How can I revise for assessments?

N/A Although the more you practice outside of lessons the better you will get!