

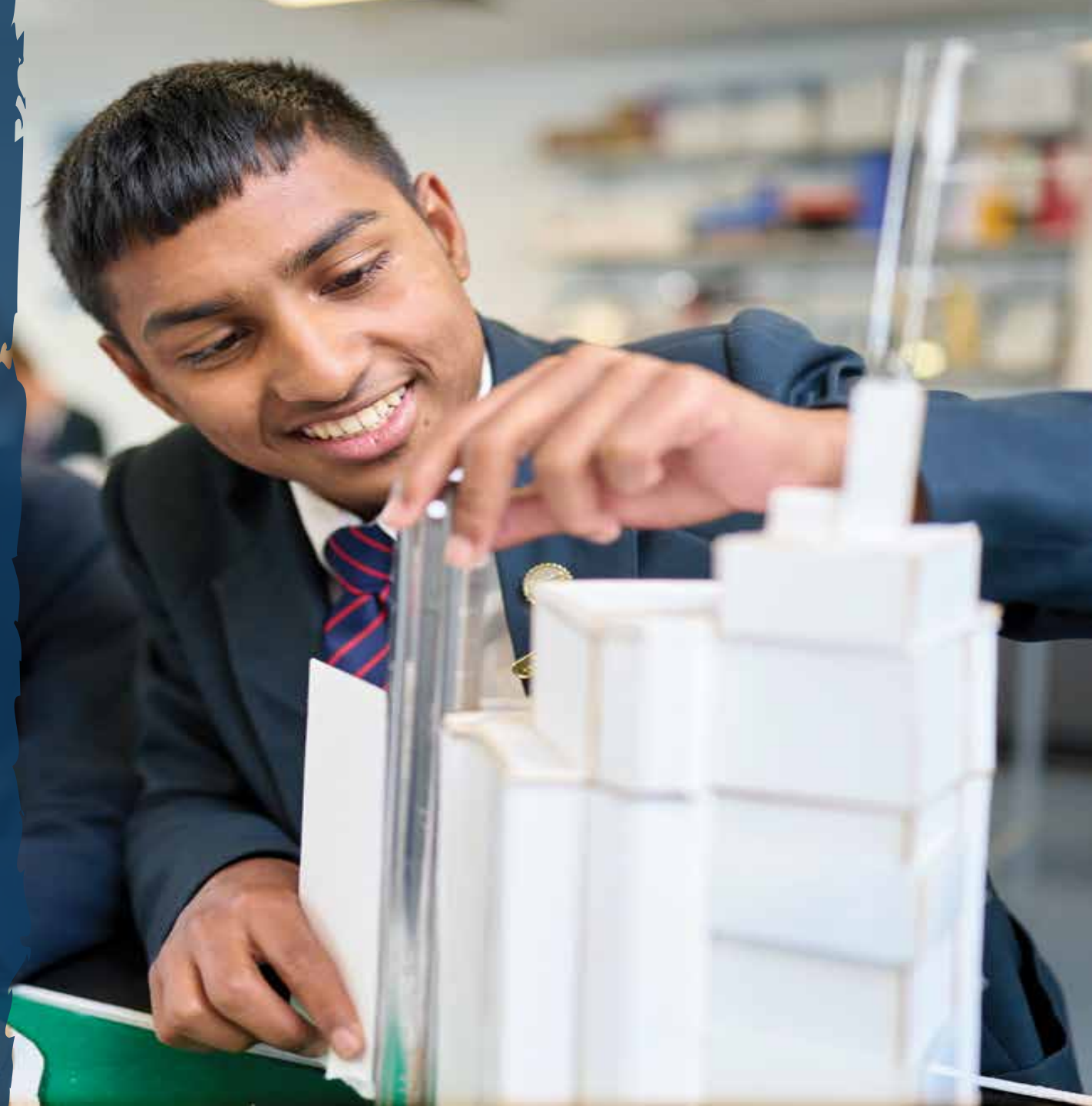
Year 9 Curriculum Term 2
2023-24



E-ACT
Royton
& Crompton
Academy

THINK BIG
SHOW TEAM SPIRIT
DO THE RIGHT THING

E-ACT



Year 9 Curriculum Term 2 2023-24



Mrs L Rees



Miss A Jacob



Mrs S McDermott

At E-ACT Royton & Crompton Academy we offer our students a wide range of subjects. Our curriculum is well planned, engaging, challenging and encourages a thirst for knowledge and learning. Our key values of Honesty, Excellence and Aspiration underpin and support everything that we do in every lesson and across the academy.

- A Curriculum for ALL (No child left behind)
- Knowledge-rich (sequence clearly articulated)
- Ambitious (with a focus on Teaching to the Top)
- Emphasis on long term memory and recall

The information in this curriculum booklet tells you everything that you need to know about what your child will be studying, from September to December and the key knowledge they will be developing in each subject area.

We have high expectations for every student in our academy and we focus on the principle of opening minds and opening doors through a world class education system.

If you require any further details about the progress that your child is making, please contact Mrs L Rees, Director of Key Stage 4, louise.rees@rca.e-act.org.uk.

If you require any further details about the curriculum, please contact Miss A Jacob, Deputy Headteacher- Amanda.Jacob@rca.e-act.org.uk

Alternatively, our SEND co-ordinator Mrs S McDermott, Stacey.McDermott@rca.e-act.org.uk, who will be happy to provide you with further information about how we can support the individual needs of your child.

Below are the heads of departments for each subject, if you have any specific questions around our subjects, please contact them via the email addresses given.

Miss M Graham	Head of English	maria.graham@rca.e-act.org.uk
Mr M Mulgrew	Head of Maths	michaem.mulgrew@rca.e-act.org.uk
Mr C Davies	Head of Science	carl.davies@rca.e-act.org.uk
Mrs C Asiaw-Lodge	Head of Science	claire.asiaw-lodge@rca.e-act.org.uk
Miss F Wrigley	Head of Art & DT	fiona.wrigley@rca.e-act.org.uk
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Mrs L Brock	Head of Geography	lauren.brock@rca.e-act.org.uk

Mrs J Hill	Head of Food	jennifer.hill@rca.e-act.org.uk
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Mrs P Mulgrew	Head of Music	philippa.mulgrew@rca.e-act.org.uk
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Ms L Mulvana-Kinlin	Head of RE	louise.mulvana@rca.e-act.org.uk
Mrs V Jackson	Head of PE & Dance	victoria.jackson@rca.e-act.org.uk

Maths

					Disciplinary Knowledge					
Composite	Vehicle (Topic)	Components	Threads of Knowledge	Fluency of mental calculations	Fluency of written calculations	Apply key vocabulary	Investigate patterns and make conclusions	Apply algebra in order to interleave topics		
Half Term 3	Proportions in Play: Can I apply algebraic manipulation to calculate unknown values?	Algebraic Manipulation	<i>Solving Equations</i>	Algebra		x	x	x		
			<i>Rearranging the formula</i>	Algebra		x	x			
			Component 1 and 2 Assessment - Solve 1 or 2 step equations, change the subject of a formula (retrieval from previous half terms)							
			<i>Solving equations with brackets</i>	Algebra		x		x		
			<i>Factorising</i>	Algebra		x	x	x		
			Component 3 and 4 Assessment - Expand single and double brackets, factorise linear expressions, factorise quadratic expressions (retrieval from solving equations/rearranging formula/previous half terms)							
			<i>Algebraic fractions</i>	Algebra		x	x	x		
Component 5 Assessment - Simplify and operate with algebraic fractions (retrieval from solving equations/rearranging formula/expanding brackets/factorising expressions/previous half terms)										
Half Term 4	Can I apply my knowledge of number to explore mathematical concepts?	Number Explorations: Data in the real world	<i>Standard Form</i>	Number Application		x		x		
			Component 1 Assessment - Convert with standard form, correct standard form (retrieval from previous half terms)							
			<i>Error Intervals and Bounds</i>	Number Application		x	x		x	
			<i>Inequalities</i>	Algebra		x				
			Component 2 and 3 Assessment - Round numbers, write error intervals, write inequalities on number lines, write integer values for inequalities, solving linear inequalities (retrieval from standard form/previous half terms)							
			<i>Sequences</i>	Algebra				x	x	x
			Component 4 Assessment - Find missing terms in linear sequences, find nth terms of linear sequences (retrieval from standard form/error intervals and bounds/inequalities/previous half terms)							
<i>Maths Week</i>	Number Application	x	x	x	x	x				

English

			Threads of Knowledge	Socio-Political	Ideas	Analysis	Articulation	Craft	Structure
Half Term 3	Romeo and Juliet' by William Shakespeare	How does Shakespeare use the prologue to foreshadow the events of the play?	Learning from the past	X		X		X	X
		How does Shakespeare present Juliet in Act 2 Scene 2?	Classics	X	X		X		
Assessment End point: How does Shakespeare present Juliet in Act 2 Scene 2?									
Half Term 4	Romeo and Juliet' by William Shakespeare	How does Lord Capulet treat Juliet in Act 3 Scene 5?	Learning from the past	X		X			
		End of unit assessment: Starting with this moment in the play, explore how Shakespeare presents Juliet as a tragic character.	Classics	X	X	X	X		X
Assessment End point: Starting with this moment in the play, explore how Shakespeare presents Juliet as a tragic character.									

Science

Disciplinary Knowledge

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Scientific methods	Apparatus and techniques	Data Analysis	Using evidence to develop explanations
Half Term 3	Forces and their Interactions	Forces: Contact Forces	<i>Retrieval of 9a How do we calculate speed and how are graphs used to describe a journey?</i>	Big Idea 9 Forces	X		X	
			<i>Retrieval What are the forces that act on an aeroplane?</i>		X		X	
			<i>Retrieval of 9b – How does weight change on different planets?</i>				X	
			<i>How are objects held in equilibrium?</i>				X	
			<i>What factors affect the size of friction and drag forces?</i>				X	
			<i>What forces are involved in stretching and compressing materials?</i>			X	X	
			<i>What is Hooke's Law?</i>		X	X	X	X
	Big Idea 9: Forces Assessed Work							
	Pressure	Forces: Pressure	<i>How do engineers use the idea of pressure to improve their designs?</i>	Big Idea 9 Forces	X			X
			<i>How does pressure vary with height and depth?</i>		X			
			<i>How is pressure calculated?</i>				X	
			<i>Why do some objects float and others sink?</i>		X			
	Big Idea 9: Forces Part 2 Assessment							
	Electrical Circuits	Electromagnetism: Voltage and Resistance	<i>Retrieval How does current flow through a circuit?</i>	Big Idea 10: Electromagnets	X	X		
			<i>Retrieval What is resistance?</i>		X	X		
<i>Big Write - Latimer</i>							X	
<i>Retrieval 8a How is a series circuit different to a parallel circuit?</i>			X					
<i>Retrieval 8b What is static charge?</i>			X					
Big Idea 10 Electromagnets - Assessed Work								

Science

					Disciplinary Knowledge			
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Scientific methods	Apparatus and techniques	Data Analysis	Using evidence to develop explanations
Half Term 4	Magnetism	Electromagnets: Electromagnets and Magnetism	What are the rules of magnetism?	Big Idea 10: Electromagnets	X			
			How are compasses used?					
			What is an electromagnet and how can we increase its strength?		X	X		
			<i>How are electromagnets used?</i>					
	Big Idea 10 Electromagnets - Part 2 Assessment							
	GCSE Biology 4.1 Cell Biology	Cell Structure	What are the names and functions of the different organelles in animal and plant cells	Big Idea 1: Organisms				
			How big are cells and how can we see them?					
			Required Practical - Light Microscope		X	X		
			How has electron microscopy increased our understanding of sub-cellular structures?					X
			How are cells differentiated to make them specialised for their function?					
What is the difference between eukaryotes and prokaryotes?								
GCSE Biology 4.1 Cells Assessed Work								

History

		Substantive knowledge		Threads of Knowledge	Knowledge and understanding of the key features, chronology and characteristics of the period. Knowledge and understanding of the key features, chronology and characteristics of the period.	Explain and analyse historical events and periods studied using second-order historical concepts.				Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Similarity and difference		
						Change and Continuity	Cause and consequence	Significance	Similarity and difference			
Half Term 3	How did political ideologies effect people's lives in Britain and the world in the twentieth century?		1. How did the Treaty of Versailles help Hitler into power ?	Conflict, trade, empires	X		X			X		
			2. How did the Nazi party develop 1919-29?	Democracy and power	X	X						
			3. How did Hitler become chancellor in 1933?		X		X			X		
			4. How did Hitler consolidate his power and become a dictator by August 1934?		X		X	X				
Half Term 4			What was life like in Nazi Germany?									
				1. What is a police state?	Democracy and power	X						X
				2. How was propaganda and censorship used to control people in Nazi Germany?	Democracy and power	X	X					X
				3. What was life like for women and children in Nazi Germany?	Democracy and power , social history	X	X			X		X
	3. What was life like for workers in Nazi Germany?					X			X			
			4. Did everybody support Hitler?	Democracy and power, social history	X				X	X		

Geography

					Disciplinary Knowledge			
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Knowledge	Understanding	Application	Skills
Half Term 3	Weather and Climate	Introduction to weather and climate	Difference between weather and climate and why does weather and climate change?	Physical Geography, Location and place knowledge, Geographical skills and fieldwork	X	X		
			Microclimate fieldwork.	Physical Geography, Human Geography, Geographical skills and fieldwork	X	X	X	X
Fieldwork assessment			Physical Geography, Human Geography, Geographical skills and fieldwork	Students are able to evaluate their fieldwork and will be able to suggest changes to ensure accuracy.				
UK weather		Why is the UK's weather so changeable?	Physical Geography	X				
Climate change		What are the natural and human causes of climate change?	Physical Geography, Human Geography		X			
		How can we adapt and mitigate climate change?	Human Geography		X			
Extreme Weather		Is our weather becoming more extreme?	Physical Geography	X	X			
		The location, effects and responses to an extreme weather event in the UK.	Location and place knowledge, Human Geography	X	X		X	

Students are able:

- identify plate margins using an unfamiliar source
- explain the sequence of tectonic hazards using key vocabulary,
- evaluate the extent to which they believe natural hazards are worse in LIC's compared to HICs.
- unseen source to interpret effects
- use an unseen map to apply knowledge of plate margins

Religious Education

					Disciplinary Knowledge				
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Knowledge and understanding of religion	Interpretation and Analysis	Reflection and Evaluation	Critical thinking and Evaluation	Empathy and Respect
Half Term 3	What happens when we die?	Christianity and Hinduism	4. What do Hindus believe?	Beliefs and Practices	X	X			
			5. What happens at a Hindu funeral service?						
			6. Why is remembrance important?	Ethical dilemmas			X	X	X
			8. What is the Day of the Dead?	Religion and Cultural Identity			X	X	X
Half Term 4	Does religion cause conflict or peace?	Christianity and Islam	1. What is war, peace and conflict?	Ethical dilemmas		X			
			2. What are the Golden rules of religion?	Beliefs and Practices	X	X	X	X	
			3. What does Christianity teach about peace?						
			4. What does Christianity teach about war?						
			5. What does Islam teach about Peace?						
			6. What does Islam teach about War?						
			7. What is Terrorism?	Ethical dilemmas	X	X	X	X	
Hindu attitudes to death and the afterlife and knowledge of funeral rites within Hinduism					X			X	
Christian and Islamic attitudes to war, peace and pacifism as well as attitudes to different types of terrorism					X			X	

Spanish

				Disciplinary Knowledge				
Composite	Vehicle (Topic)	Components	Threads of Knowledge	Listening	Speaking	Reading	Writing	
Half Term 3	Fashion/De Moda. What I wear.	Personal Information	What is your uniform like?	Present Tense	X	X	X	X
			Past Tenses				X	
			Future Tenses				X	
			Nouns	X	X	X	X	
			Adjectives	X	X	X	X	
			Opinions and Reasons		X		X	
			Cultural Understanding	X		X		
Assessment End point								
Students will use the verb 'llevar' in 4 tenses to describe their school uniform, including a variety of different descriptions								
Half Term 4	Fashion/De Moda. What I wear.	Personal Information	What do you wear in your free time?	Present Tense	X	X	X	X
			Past Tenses				X	
			Future Tenses				X	
			Nouns	X	X	X	X	
			Adjectives	X	X	X	X	
			Opinions and Reasons				X	
			Cultural Understanding			X		
Assessment								

Art

					Disciplinary Knowledge			
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Investigating	Experimenting	Recording	Responding
Half Term 3	Can you refine your artistic skillset through the exploration of artists and art styles?	Our Surroundings	Introduction to the theme of 'Our Surroundings'	F.E. Contemporary and traditional artists and art movements	X		X	
			One point perspective and research into Chris Cyprus and acrylic paint emulation	F.E. Contemporary and traditional artists and art movements, Media and materials	X	X	X	
			Research into Vincent Van Gogh and interpretation - Mark making with paint	F.E. Contemporary and traditional artists and art movements, Media and materials	X	X	X	X
David Hockney research, Photography and collage artwork			F.E. Contemporary and traditional artists and art movements, Media and materials	X	X	X	X	
Half Term 4								

Assessment points: Introduction to theme of 'Our Surroundings' - Investigation and documentation of your visual and written research of the theme. Chris Cyprus emulation - Application of acrylic paint, colour mixing and blending.

Food Technology

		Disciplinary Knowledge										
Composite	Vehicle (Topic)	Components	Threads of Knowledge	DA-Designing	DB - Designing	MA- Making	MB-Making	EA- Evaluating	EB- Evaluating	EC- Evaluating	TK - Technical Knowledge	
Half Term 3	I am able to understand the 8 top tips for healthy eating and implement them when creating dishes	Nandos chicken	Making						EB3	EC1		
		Do not skip breakfast	Knowledge		DB 11						TK17	
		stay Hydrated - Exam	Knowledge	DA4 5 7 8 9 10	DB5 6 7 9							
Half Term 4		Tropical breakfast bars	Design		DB11							TK 17 19
		Stay active and be a healthy weight	Making				MB 1 2 4 5 6 7 9 11					
		Evaluation	Knowledge		DB 1 3 4 10							
		Feedback	Knowledge									TK 2 19
		Developing Recipes	Knowledge					EA 1 2 3 4				
		MAD time	Knowledge									

Assessment End point

Students will:

- understand the role of hygiene in preventing cross contamination within the kitchen, the impact of food choices on our health, the dietary goals and the impact on health and the importance of storage of food.
- use a range of equipment when creating meals for themselves and other people
- complete a range of evaluations on the dishes they have created using sensory evaluation techniques.

	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Knowledge and Understanding	Skills Development - Decision Making, Problem Solving, Communication	Values and Attitudes	Application and Reflection
Half Term 3	Pathways	Careers	What are my strengths?	Living in the Wider World	X	X		X
			Pathways: What are my options at KS4 and Post 16?		X	X		X
			Pathways: How can I make difficult decisions?		X	X	X	X
			Pathways: Where can I get help?		X	X		X
			What do you want from the world of work?		X	X	X	X
Half Term 4	Contraception and Drugs	Self Care	What is contraception?	Health and Wellbeing	X	X	X	X
			Are STI's dangerous?		X			X
			What effects do drugs have on the body? Cannabis		X			X
			Drugs and the law - What are the facts?		X	X	X	X

				Disciplinary Knowledge						
Composite	Vehicle (Topic)	Components	Threads of Knowledge	Fundamental skills	Rules and Regulations	Tactical Understanding	Fitness and Conditioning	Outwitting an opponent	Healthy Lifestyle Choices	Improving performance
STRIKING & FIELDING	Rounders, Cricket	Shows control and timing in batting & bowling execution.	Physical Skills	X						
		Advanced knowledge of spacing and passing	Physical Skills			X				
		Replicate an excellent range of skills to outwit an opponent.	Tactics and Techniques					X		
		Structured plans and techniques to improve performance	Tactics and Techniques			X				X
		Analyse own and other performance	Leadership							X
INDIVIDUAL SPORT	Fitness	Describe and apply health related fitness and skills into workout	Tactics and Techniques				X		X	
		Link types of training to different sport/activities	Tactics and Techniques				X		X	
		Set SMART targets	Leadership						X	X
		Develop lifelong learning skills, supporting peers	Leadership				X		X	
		Develop all areas of fitness and skills	Physical Skills			X				
AESTHETIC SPORTS	Dance	Develop own choreographic devices in a range of styles	Interpretative Skills	X						
		Improve physical fitness, focussing of flexibility	Physical Skills				X			
		Develop performance skills	Interpretive skills	X						
		Use peer/teacher feedback to improve performance	Leadership							X

Design Technology

Disciplinary Knowledge

Composite	Vehicle (Topic)	Components	Threads of Knowledge	DA- Designing	DB - Designing	MA- Making	MB-Making	EA- Evaluating	EB- Evaluating	EC- Evaluating	TK - Technical Knowledge	
Half Term 3	How can products be upcycled/repurposed to benefit society?	Famous architects research	Evaluating						EB3	EC1		
		Creating cuboid nets	Design + Making		DB 11							TK17
		Design ideation	Design	DA4 5 7 8 9 10	DB5 6 7 9							
Half Term 4		Three dimensional designing	Orthographic	Design		DB11						TK 17 19
			3D Card modelling	Making				MB 1 2 4 5 6 7 9 11				
			Digital 3D modelling – sketch up	Design		DB 1 3 4 10						
			Materials suitable for modelling	Technical Knowledge								TK 2 19
			Evaluation	Evaluating					EA 1 2 3 4			

Assessment End point: Students will be able to:

- Describe the distinctive styles of Daniel Libeskind and Ludwig Mies van der Rohe's architectural designs
- Explain how to produce appropriate nets to create 3D shapes that aid with their designing.
 - Create a number of initial designs that meet to requirements of a given brief.
 - Set out a drawing orthographically and use this technique to present their final design.
 - Represent a design idea in a three dimensional format using card based materials
 - Further develop a design idea using 3D CAD software
 - Assess the suitability of materials that can be used to create three dimensional models
- Evaluate their final product against the original specification and suggest further improvements and modifications that could be made to their product.

Performing Arts

						Disciplinary Knowledge					
	Composite	Vehicle (Topic)	Components	Threads of Knowledge	Listening	Composing	Performing	Devising	Evaluating	Craft	
Half Term 3	Can I create and perform music for film?	Theatre in Movies (Music Focus)	1. How is music used in film/theatre?	Texture, pitch, dynamics, rhythm, timbre	X	X					
			2. Learning to create a theme for a character	Texture, pitch, dynamics, rhythm, timbre	X	X					
		Film Music	3. Developing the theme for a character	Texture, pitch, dynamics, rhythm, timbre	X	X					
			4. Learning to perform a theme for a character	Texture, pitch, dynamics, rhythm, timbre	X		X				
			5. Rehearsing the theme	Texture, pitch, dynamics, rhythm, timbre	X		X				
			6. Refining your performance	Texture, pitch, dynamics, rhythm, timbre	X		X		X		
			7. Completing and performing	Texture, pitch, dynamics, rhythm, timbre	X		X		X		
Assessment checkpoint: Can I create a leitmotif to represent a character using musical devices (Ostinato, Sustained notes, Imitation, Accents, Dissonance, Sequence)? Can I perform a piece of music with rhythmical and pitch accuracy?											
Half Term 3	Can I perform from a script using music to enhance character?	Theatre in Movies (Drama Focus)	1. How does music enhance a performance?	Interpretation	X				X	X	
			2. What makes a successful film soundtrack?	Movement	X				X	X	
		Dear Evan Hansen	4. Can I develop an interpretation of character through musical choices?	Confidence	X		X	X	X	X	
			5. Can I perform a script from a film or piece of theatre, using music to enhance character?	Voice	X		X	X	X	X	
		Dear Evan Hansen	6. Can I perform a script from a film or piece of theatre, using music to enhance character?	Characterisation	X		X	X	X	X	
			7. Can I perform a script from a film or piece of theatre, using music to enhance character?	Audience			X		X	X	
			Assessment end point: Can I perform a script from a film or piece of theatre, using music to enhance character? Select and refine my performing arts skills to create a performance from other cultures.								