[](https://www.kingsdownschool.co.uk/)

**Year 9 Curriculum Explained**

Our English curriculum intends to cultivate inquisitive readers and imaginative writers. This means that they will be able to:

1. Understand the plot and characters and personas in a range of texts: novels, poetry and a modern play
2. Read and summarise nonfiction texts
3. Know key aspects of the genre, socio-cultural and political contexts of texts and be able to explain how they impact the writers’ intentions and the texts they create
4. Explore how a writers’ opinions on society can be communicated through an allegorical text
5. Analyse writers’ use of language for description, symbolism, creating tension and suspense
6. Know and identify relevant writer’s methods, including: microcosm, allegory, cyclical structure, foreshadowing, conventions of a genre
7. Compare poems based on their message, language, themes and tone
8. Write to describe using appropriate, challenging vocabulary, deliberate sentence structure and a range of punctuation
9. Responding to an extract referring to context, writer’s intentions and themes across the text
10. Evaluate the messages of texts, and explore the response the writers intended readers to have on a contemporary audience and ourselves

The curriculum reinforces key ideas for success in English: writer’s messages, themes conveyed through a narrative, language analysis and the effect of accurate vocabulary and challenges students to understand literature as a writer’s construction.

Term 1 – 2: Of Mice and Men

Term 3: Comparative Poetry themed on social issues

Term 4: Blood Brothers with descriptive writing

Term 5 – 6: Dracula and the Gothic genre

Beneath your curriculum intent, list all of the topics you are teaching in the year, in the order in which the curriculum covers them.

Go to the school website and find the link to your Knowledge Organiser for each topic. (This should reduce workload in writing a description of each part of your curriculum)

Paste that link next to each topic.

Jemal will then be able to use these links to create hyperlinks, so that when a visitor clicks on the name of the topic, they will open the Knowledge Organiser which goes with it.

**e.g List of Topics**

Topic A <https://www.kingsdownschool.co.uk/images/documents/KO_Comp_-_AQA_Computer_Science_PLC.docx>

Rename to fit your curriculum in simple language

Topic B link

Topic C link

etc

**Biology**

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| **Topic** | **Key ideas** | **Why they are learning it and in what order.** | **What students often get wrong** |
| Cells | Definition of a cell  Eukaryotic and Prokaryotic cells  Structure of a cell  Function of cell organelles | Cells are the basic building block of living organisms.  Understanding this is essential to later topics. | Only animal cells have cell membranes.  All cells have a nucleus.  Cells are flat.  All animal cells are the same.  There are only two types of cell (animal and plant)  Cells are the same size.  Animal cells respire and plant cells photosynthesise. |
| Human Reproduction | Specialised cells  Structure, role and adaptations of gametes  Fertilisation and variation | The first building block into understanding variation, adaptation, evolution, speciation and endangered species.  The structure of cells will be revisited and built upon when thinking about the adaptations and roles of gametes. |  |
| Plant Reproduction | Specialised cells  Structure, role and adaptations of gametes in plants  Fertilisation and variation  Types of pollination  The role of Bees in pollination. | The second building block into understanding variation, adaptation, evolution, speciation and endangered species. Applying human reproduction to plants. This is a more abstract concept, which is why this follows human reproduction.  The structure of cells will be revisited and built upon when thinking about the adaptations and roles of gametes. |  |
| Human Body |  |  |  |

**Chemistry**

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| **Topic** | **Fundamental ideas** | **Intent and Sequencing** | **Common Misconceptions** |
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**Physics**

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| **Topic** | **Fundamental ideas** | **Intent and Sequencing** | **Common Misconceptions** |
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