

# Maharishi School Curriculum Overview – Year 9

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>					
<ul style="list-style-type: none"> <li>Baseline assessment - writing to describe/narrate.</li> <li>Reading skills - synthesising information; summarising; skimming and scanning techniques to aid research.</li> <li>Research Gothic Literature and Thomas Hardy.</li> <li>Analysis of short text extracts and how to use terminology and PEEL.</li> <li>Read The Withered Arm by Thomas Hardy - comprehension questions and vocabulary work - Pre 1914 texts and the differences.</li> <li>Use The Withered Arm to study writer's intentions and the structure and ingredients of the Gothic Horror.</li> <li>Use extracts of Gothic literature to analyse how writers create tension and suspense.</li> <li>Creating realistic characters.</li> <li>Creating a twist in the tale.</li> <li>Using the research completed - plan, edit, proofread and redraft a Gothic Horror.</li> <li>Dramatic reading skills.</li> <li>Perform/read the story by candlelight just before Halloween.</li> <li>Read Private Peaceful by Michael Morpurgo - read, enjoy, use punctuation to hone reading skills (aloud)</li> <li>Research WW1 - pupils will be given a specific area to research in teams to present to the rest of the class.</li> <li>WW1 poetry - focus on Sassoon and Owen. How to tackle poetry.</li> <li>Begin formal essay writing skills. Look at models.</li> <li>PEEL.</li> <li>Comparison of poems - techniques.</li> <li>Analysis of a propaganda speech from the novel to lead onto Persuasive writing techniques and a writing task.</li> <li>Read and discuss non-fiction articles.</li> </ul>		<ul style="list-style-type: none"> <li>Year 9 Shakespearean Tragedy</li> <li>Macbeth analysis– empathy with character, relationships, contextual issues</li> <li>Reading – formal essay about characterisation and links to tragedy genre</li> <li>Writing – assessment through formal essay</li> <li>Reading media and non-fiction texts- analyse</li> <li>and review writer's ideas; building skills of comparison (must use some unseen texts)</li> </ul>		<ul style="list-style-type: none"> <li>Literary non-fiction (flesh this out) and begin to read 'The Sign of Four'</li> <li>19th century text: 'The Sign of Four' (and extracts from other detective stories) Reading: develop analysis of genre, theme, character, language and structure.</li> <li>Writing: Writing to describe and entertain – write short story in similar style</li> </ul>	
<b>MATHS</b>					
<ul style="list-style-type: none"> <li>Index Laws</li> <li>Standard Form</li> <li>Estimation</li> <li>Simplifying &amp; Substitution</li> <li>Brackets &amp; Factorising</li> <li>Deriving Expressions &amp; Changing the Subject</li> </ul>	<ul style="list-style-type: none"> <li>Averages</li> <li>Scatter graphs</li> <li>Statistics Project</li> <li>Compound Measures</li> <li>Original value problems</li> <li>Percentage Change</li> </ul>	<ul style="list-style-type: none"> <li>Scale Drawings, Maps , Plans &amp; Elevations</li> <li>Constructing Triangles and Bisectors</li> <li>Loci</li> <li>Trial &amp; Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Expressions, Equations , Functions &amp; Identities</li> <li>Constructing and solving equations</li> <li>Inequalities</li> <li>Simultaneous Equations</li> <li>Circles</li> <li>Prisms</li> <li>Pythagoras</li> </ul>	<ul style="list-style-type: none"> <li>Linear graphs</li> <li>Quadratic &amp; Cubic graphs</li> <li>Distance – Time graphs</li> <li>Sequences</li> <li>Sample Spaces and Two Way tables</li> <li>Tree diagrams</li> <li>Revision and Test</li> </ul>	<ul style="list-style-type: none"> <li>Congruence and Similarity</li> <li>Trigonometry</li> </ul>
<b>SCIENCE</b>					
Biology <ul style="list-style-type: none"> <li>Cell Structures.</li> <li>Plant and animal cells</li> </ul>		Biology <ul style="list-style-type: none"> <li>What happens inside cells?</li> <li>DNA</li> </ul>		Biology <ul style="list-style-type: none"> <li>Respiration.</li> <li>Carbohydrates, proteins and lipids.</li> </ul>	

<ul style="list-style-type: none"> <li>• Bacterial cells</li> <li>• Light microscopy</li> <li>• Electron microscopy</li> </ul> <p>Chemistry</p> <ul style="list-style-type: none"> <li>• The Particle model</li> <li>• Introducing particles</li> <li>• Chemical and physical changes</li> <li>• Limitations of the particle model</li> </ul> <p>Physics</p> <ul style="list-style-type: none"> <li>• The Particle Model</li> <li>• Models of the atom 1</li> <li>• Models of the atom 2</li> <li>• Density</li> <li>• Energy and temperature</li> <li>• Specific heat capacity.</li> <li>• Specific latent heat.</li> <li>• Gas Pressure and temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enzymes</li> <li>• Enzyme reactions.</li> </ul> <p>Chemistry</p> <ul style="list-style-type: none"> <li>• Atomic structure.</li> <li>• Atomic structure</li> <li>• Isotopes</li> <li>• Developing the atomic model.</li> </ul> <p>Physics</p> <ul style="list-style-type: none"> <li>• Motion</li> <li>• Distance, speed and time.</li> <li>• Vectors and scalars.</li> <li>• Acceleration</li> <li>• Distance-time graphs.</li> <li>• Velocity-time graphs</li> <li>• Equations of motion and kinetic energy</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic respiration.</li> <li>• Anaerobic respiration.</li> </ul> <p>Chemistry</p> <ul style="list-style-type: none"> <li>• Purity and separating mixtures.</li> <li>• Relative formula mass.</li> <li>• Empirical mass formula.</li> <li>• Pure and impure substances.</li> <li>• Filtration and crystallisation.</li> <li>• Distillation</li> <li>• Chromatography.</li> <li>• Purification and checking purity</li> </ul>
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## HISTORY

<p><b>The Stuarts</b></p> <ul style="list-style-type: none"> <li>• James I</li> <li>• The Gunpowder plot</li> <li>• The Puritans and the Pilgrim Fathers</li> <li>• James I and Parliament - 'Divine right of kings'</li> <li>• Charles I - religion and politics</li> <li>• The Civil War</li> <li>• Oliver Cromwell</li> <li>• The Great Plague</li> <li>• The Great Fire of London</li> </ul>	<p><b>Monarchy Restored</b></p> <ul style="list-style-type: none"> <li>• Death of Charles II and coronation of James II</li> <li>• William and Mary - the Glorious Revolution</li> <li>• The Jacobite Rebellion and the Battle of the Boyne</li> <li>• Queen Anne 1702 and the Act of Union 1707</li> <li>• The British Empire and Slavery</li> <li>• The Georgians and Walpole</li> <li>• Bonnie Prince Charlie and the Scottish</li> <li>• The American War of Independence</li> </ul>	<p><b>Britain 1750 - 1900</b></p> <ul style="list-style-type: none"> <li>• Population changes - factors involved in population growth</li> <li>• Agriculture - open field system</li> <li>• Enclosures</li> <li>• The application of science to agriculture</li> <li>• Effects of the changes progress in agriculture</li> <li>• The Beginning of the Industrial Revolution</li> <li>• The Domestic System</li> <li>• Advances in technology and their impact</li> <li>• Working conditions in factories</li> </ul>
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## GEOGRAPHY

<p><b>Getting an Overview, Mapwork Revision</b></p> <p>Unit 1, Section B Ecosystems</p>	<p><b>Unit 1 Section B</b></p> <ul style="list-style-type: none"> <li>• Rainforests</li> <li>• Hot Deserts</li> </ul>	<p><b>Unit 2 Section C</b></p> <p>Resource Management Case Studies Study Skills</p>	<p><b>Unit 2 Section C</b></p> <p>Water Management in UK</p> <p><b>Unit 1 Section A</b></p> <p>Natural Hazards</p>	<p><b>UNIT 1 Section A</b></p> <p>Tectonic Hazards</p>	<p><b>Revision of Year 9 Work</b></p>
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## ART

<p>History of Art/ Before Impressionism The pursuit of realism; drawing techniques</p>	<p>History of Art/Impressionism Impressionist technique Post impressionism Fauvism</p>	<p>Modern Art to Contemporary Art Class presentations Contemporary practice</p>
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## SPANISH

<p><b>Education</b></p> <p>School Subjects and Opinions Time and School Timetable Daily Routine School Facilities School Uniform and Clothes School Rules Future Tense (Compound)</p>	<p><b>Holidays</b></p> <p>Countries and Destinations Places to Stay Transport Holiday Activities Present Tense Review Complaints Preterite (Past) Tense</p>	<p><b>Healthy Lifestyles</b></p> <p>Describing healthy lifestyles <i>Se debe/hay que/se tiene que + verb</i> <i>Es necesario que + subjunctive structures</i></p> <p><b>Technology and Free-Time</b></p> <p>Types of Technology Technology + <i>Me gustaría</i></p>
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<b>Jobs and Careers</b> Jobs Places of Work Job Applications Future Jobs		Holiday Recommendations Future Holidays  <b>Food and Drink</b> Food and Drink Recap Ordering Food and Drink Describing Meal Preferences Describing Meals (3 Tenses)		Uses of Technology Advantages/Disadvantages of Technology <i>Gracias a + noun</i> Social Media + Opinions Advantages/Disadvantages of Social Media	
<b>CbIDS</b>					
<ul style="list-style-type: none"> <li>• We are here to enjoy</li> <li>• Growth</li> <li>• Order</li> <li>• Layers</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations</li> <li>• Roots</li> <li>• Steps</li> <li>• Action</li> </ul>	<ul style="list-style-type: none"> <li>• We are here to enjoy</li> <li>• Action</li> <li>• Reaction</li> </ul>	<ul style="list-style-type: none"> <li>• Purification</li> <li>• Problem solving</li> <li>• Fulfilment</li> </ul>	<ul style="list-style-type: none"> <li>• We are here to enjoy</li> <li>• Knowledge</li> <li>• Consciousness</li> <li>• Harmony &amp; Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Parts</li> <li>• Wholeness</li> <li>• Celebrating Fulfilment</li> </ul>
<b>P.E.</b>					
1 x Afternoon Per Week	1 x Afternoon Per Week	1 x Afternoon Per Week	1 x Afternoon Per Week	1 x Afternoon Per Week	1 x Afternoon Per Week

