

**Secondary School
Year 9 Curriculum Map
Academic Year 2025/26**

Please note that this document is subject to change.

	Autumn Term	Spring Term	Summer Term
Art	1. Still Life – Observation Skills <ul style="list-style-type: none"> • perspective • shading techniques • composition • photography • mixed media (charcoal, pencil, collage) 2. On the Surface – Patterns & Printing <ul style="list-style-type: none"> • study of patterns • printing (mono, lino, block) • textured surfaces (rubblings, layers) • collages with mixed materials. 	3. Identity – Figurative & Color <ul style="list-style-type: none"> • color values and contrasts • acrylics and oils • figurative art (portraits, figures) • symbols and imagery 	4. Exhibition – Presenting Work <ul style="list-style-type: none"> • simple curatorial practice (arranging) • graphic design • production, execution
Computer Science	Students may choose Route A or Route B A: Editing webpages B: Editing webpages extension: HTML and CSS A: Microsoft Word - Extended documents B: Excel nested formulas	Students may choose Route A or Route B A: Video Editing B: Data representation A: Making a quiz B: Data transmission	Students may choose Route A or Route B A: Database: wizards B: Database: SQL A: Animation B: Python programming with IDLE

<p>English</p>	<p>Introduction to the Dystopian genre</p> <ul style="list-style-type: none"> • Novel: The Hunger Games • Assessment: Creative writing • Nonfiction transactional writing • Assessment Directed writing 	<p>Introduction to Shakespeare</p> <ul style="list-style-type: none"> • Play: Macbeth • IGCSE poetry introduction • Assessment: TBC 	<p>Modern Play</p> <ul style="list-style-type: none"> • Play: A Taste of Honey - Shelagh Delaney • Assessment: TBC <p>IGCSE Language paper 2</p>
<p>Geography</p>	<p>Development/Conflict</p> <ul style="list-style-type: none"> • What is development? • Development indicators • Development Gap • Wealth and Happiness • Trading Game • Ghana • Cocoa Farming • Lagos • Squatter settlements/Shanty towns • Conflict: piracy in Somalia • Conflict diamonds • Syrian civil war • Conflict over water 	<p>Globalisation</p> <ul style="list-style-type: none"> • What is globalisation • Blessing or a curse? • TNCs • Nike case study • BT case study • Sweatshops 	<p>Rivers</p> <ul style="list-style-type: none"> • Drainage Basins • Work of rivers • Formation of landforms • Hazards and opportunities • River management • Local river study
<p>German</p>	<p>Vorbilder (idols) Musik (music)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Present tense - irregular verbs 	<p>Meine Ambitionen (my ambitions) Die Kindheit (childhood)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Perfekt tense (regular – irregular) 	<p>Rechte und Pflichten (Rights and responsibilities)</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> • Word order • Word order after weil • Modalverbs

	<ul style="list-style-type: none"> • Perfekt tense (regular – irregular) • future tense • weil – sentences • seit (since/ for) • Komparativ <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> • Körperteile (body parts) • Verletzungen (injuries) • Musikgenres (musik types) • Festival <p><i>Skills:</i></p> <ul style="list-style-type: none"> • über Vorbilder sprechen (talking about role models) • Über Zukunftspläne sprechen (talking about future plans) • talking about achievements (Was hast du geschafft?) • Understanding perfect tense in listening exercises • interviewing (Wie war es auf dem Festival) • talking about music types • making comparisons (discussing different bands) 	<ul style="list-style-type: none"> • Konditional • Man • In+ auf mit Dativ • Word order • Hatte und war (had and was/were) • Superlativ (Er war der Beste) <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • Jobs/ Arbeit (job, work) • Schule (school) • Im Skiort (in a ski resort) • Ambitionen benennen und beschreiben können (name and describe ambitions – with adjectives) <p><i>Skills</i></p> <ul style="list-style-type: none"> • Discussing crazy ambitions, what you would like to be or do • Understanding and responding to telephone messages • Talking about childhood memories (Erinnerungen) • Comparing secondary and primary school • Writing about fairy tales • Telling short stories in past tense 	<ul style="list-style-type: none"> • Past, present and future tenses revision <p><i>Vocabulary:</i></p> <ul style="list-style-type: none"> • Mit welchem Alter darf man das? (At what age are you allowed to....) • Was ist dir wichtig? (What is important to you) • Ich denke (I think) <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Talking about age limits • Discussing what is most important to us • Describing small changes tht make big difference • Comparing life now and in the past • Understanding and using past, present and future tenses <p>Revision technique and exam practice</p>
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History	The Russian Revolution <ul style="list-style-type: none"> • Tsar Nicholas II • Russia under the Tsars • Political groups at the time of the revolution • Russian Revolution • Russian society • Rise of Stalin and Communism Causes of World War 1 <ul style="list-style-type: none"> • Tsar Nicholas II • Russia under the Tsars • Political groups at the time of the revolution • Russian Revolution • Russian society • Rise of Stalin and Communism 	World War 1 <ul style="list-style-type: none"> • Schlieffen Plan • Trenches • Design of a Trench • Trench source work • Trench warfare in film • Weapons of WW1 • Artefacts investigation lesson. • End of the War • Treaty of Versailles • Cartoon analysis World War 2 <ul style="list-style-type: none"> • Overview • Blitzkrieg • Dunkirk • Operation Barbarossa • Stalingrad • D Day • Why Germany lost • War in Asia • The Rape of Nanking • Pearl Harbour • The Death Railway • The Atomic Bomb 	The Holocaust <ul style="list-style-type: none"> • Victims and Perpetrators • Survivors accounts • Images from the Holocaust • Timeline of events • Boy in the Striped Pyjamas • U.N Declaration on Genocide • Have there been Genocides since? • Rwanda
Maths	<ul style="list-style-type: none"> • Fractions and percentages • Probability • Standard form • Inequalities • Quadratic equations • Formulae • Constructions • Circles 	<ul style="list-style-type: none"> • Rounding • 3D shapes • Pythagoras theorem • Ratio and proportion • Linear graphs • Compound measures • Motion/time graphs 	<ul style="list-style-type: none"> • Quadratic graphs • Angles and bearings • Transformations • Similarity and congruence • Handling data and statistical diagrams • Vectors

Music	<ul style="list-style-type: none"> • Families of the orchestra, their characteristics, roles. • Building practical instrumental skills playing together in the class. 	<ul style="list-style-type: none"> • Music history and timeline. • Developing listening skills. • Rehearsing and improving the practical skills playing the ukuleles and keyboards. 	<ul style="list-style-type: none"> • Implementing the music knowledge in the music games and projects.
PE	<ul style="list-style-type: none"> • Basketball • Fitness • Football 	<ul style="list-style-type: none"> • Volleyball • Floorball 	<ul style="list-style-type: none"> • Badminton • Gymnastics • Flag Football • Track and Field
Science	<ul style="list-style-type: none"> • Plant Biology • Periodic table, atomic structure and properties of materials • Thermal energy 	<ul style="list-style-type: none"> • Adaptation and genetics • Bonding • Electricity • Classification 	<ul style="list-style-type: none"> • Chemical reactions and reactivity series • Waves
Spanish	<ul style="list-style-type: none"> • Graded revision: presentation • Reading practice - assessment • Unit 1: My world <ul style="list-style-type: none"> • 1.1: Me and my things • 1.2: My day to day • 1.3: Pets and hobbies • 1.4: My house and my city • 1.5: My school, my class and my teachers • 1.6: I like sports 	<ul style="list-style-type: none"> • Reading practice – assessment • Unit 2: Personal and social life <ul style="list-style-type: none"> • 2.1: Family and friends: • 2.2: Going out and having fun • 2.3: Shopping • 2.4: Events and celebrations • 2.5: Food and drinks – Healthy diet • 2.6: The restaurant 	<ul style="list-style-type: none"> • -Ampliation • -Verbal tenses revision from previous year: • Present simple • Past simple • Past imperfect • Near future • Simple future • Conditional • Role play - Speaking practice

Slovak Language and Literature

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| | <ul style="list-style-type: none">• Žiak vie sformulovať oslovenie, prístavok a vetnú vsuvku, dokáže ich používať a identifikovať v texte.• Dokáže rozlišovať priame a nepriame pomenovania, správne ich využívať pri tvorbe slohových útvarov.• Správne aplikuje pravidlá spodobovania a prozodické vlastnosti reči.• Vie analyzovať a interpretovať lyrickú poéziu, dokáže rozlíšiť konkrétne znaky a vyjadruje vlastný názor.• Dokáže samostatne vytvoriť opis a výťah s využitím získaných vedomostí a jazykových zručností | <ul style="list-style-type: none">• Žiak vie pripraviť a predniesť slávnostný prejav.• Dokáže používať podstatné mená mužského rodu v rôznych kontextoch.• Pozná význam vybraných cudzích nesklonných podstatných mien.• Dokáže uplatniť čitateľské skúsenosti pri interpretácii textov, porovnávať a hodnotiť ich.• Dokáže správne skloňovať podstatné meno pani.• Vie používať a identifikovať zámená v písomnom i hovorenom prejave.• Dokáže vyplniť prihlášku podľa zadania. | <ul style="list-style-type: none">• Vie rozlišovať druhy sloviess podľa významu, dokáže ich správne časovať.• Vie indentifikovať častice v texte a určiť ich funkciu.• Dokáže opísať a vyhľadať znaky dobrodružnej literatúry v texte.• Dokáže zostaviť životopis podľa osnovy.• Vie vytvoriť jednoduchú vetu s rôznymi vetnými členmi.• Dokáže viesť denník a vyjadriť v ňom osobné zážitky.• Dokáže porovnať dobrodružnú a vedecko-fantastickú literatúru. |
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