



**Year 9 Curriculum Overview**  
**The British International School Casablanca**

Year 9 English	Autumn 1 Novel (Reading)	Autumn 2 Non-Fiction (Writing)	Spring 1 Novel (Reading)	Spring 2 Exam Skills	Summer 1 Shakespeare / Macbeth	Summer 2 Literature through the Ages
<b>Theme</b>	<b>Marginalisation</b> Rationale: Build upon skills of interpretation to focus on thematic aspects of novel, i.e. racism.		<b>The Migrant Experience</b> Rationale: Recall and apply knowledge from <b>global voices</b> .		<b>Conflict</b> Rationale: Demonstrate clear understanding between a Jacobean play and a modern one.	
<b>Curriculum Content</b>	<b>Of Mice and Men.</b> Exploring conventions in comparison to plays, building upon symbolism from Y7 and Y8.  Explore themes of camaraderie, home, migration, marginalisation.	Build on <b>public speaking and persuasive writing</b> units from Year 7, introducing <b>articles and letters as forms</b> . Incorporate independent research and evaluative skills in lessons and homework.	<b>Refugee Boy</b> , exploring thematically the ideas of fake news, influential language in news, reasons for migration, treatment of migrants.	Question skills for <b>Language Paper 2</b> , including reading and writing skills.	Study of <b>Macbeth</b> , developing and building on skills learnt in Y7 and Y8. Explore contexts surrounding the play: historic migration, overcoming barriers, religion and conversion, gender.	Macbeth Lit through the Ages. Study <b>Lit through the Ages</b> , focus on how literary periods shift and respond to their contexts; build on evaluative skills and expressing opinions. HW to create a reading river of their own literature through <b>their ages</b> .
<b>Assessment</b>	<b>End of Unit Assessment</b> – week 6: Extract and question.	<b>End of unit Assessment</b> Students will write an engaging and persuasive speech.	<b>End of Unit Assessment</b> Extract and question.	<b>End of Year exam:</b> GCSE-style English Language Paper 2.	<b>Midway Assessment:</b> Extract and question; one para.	<b>End of Unit: Assessment:</b> Spoken analysis from Othello.

Year 9 Mathematics	Autumn 1 Reasoning with Algebra	Autumn 2 Constructing 2 & 3 dimensions	Spring 1 Reasoning with number	Spring 2 Reasoning with geometry	Summer 1 Reasoning with proportion	Summer 2 Representation of data
<b>Curriculum Content</b>	Straight line graphs, table of values. Gradients & intercepts Write an equation in the form $y=mx+c$ . Find the equation of a line from a graph real-life graph perpendicular line. Forming and solving equations Inequalities, negative numbers and brackets. Solve equations / inequalities with unknowns on both sides. Substitution, Rearranging formulae, Testing conjectures, Factors, multiples and primes. Conjectures about numbers and algebra.	Know the names of 2D & 3D shapes. Nets, plans and elevations, Area, surface area and volume. Construction and Congruence. Draw and measure angles. Construct scale drawings. Line and angle bisectors Loci	Real and rational numbers Surds, Directive numbers Solve problems with integers and decimals. Fractions all operations, Standard form, Solving problems with fractions Percentage + / - Express a change as a percentage, reverse percentages. Maths and money, solve problems with bank statements Calculate simple interest, compound interest, wages and taxes, Exchange rates.	Deduction, Angle facts Use chains of reasoning, conjecture. Construction with geometrical reasoning. Transformations. Pythagoras, determine whether a triangle is right angled Trigonometry Explore proofs of Pythagoras' theorem. Use Pythagoras' theorem in 3-D shapes	Enlargement and Similarity Enlarge shapes by positive integer scale factor, fractional scale factor, negative scale factor. Solve problems: With similar and right-angled triangles. / With direct and inverse proportion and conversion graphs / With algebra. Use distance/time graphs. Solve problems with density, mass and volume. Rates of change and their units Convert compound units.	Single event probability. Relative frequency - include convergence.  Expected outcomes & Independent events, Tree diagrams  Draw and interpret quadratic graphs. Investigate graphs of simultaneous equation Represent inequalities. Revision time
<b>Assessment</b>	<b>Autumn term 1 progress test:</b> Oct 2024	<b>Autumn term 2 assessment:</b> Nov 2024	<b>Spring term 1 Progress test:</b> Jan/Feb 2025	<b>Spring term 2 assessment:</b> Mar 2025	<b>Summer term 1:</b> No formal assessment	<b>End of Year examination</b>



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<b>Year 9 Science</b>	<b>Autumn 1 Cells &amp; Inheritance</b>	<b>Autumn 2 Chemical Reactions &amp; Rates of Reaction</b>	<b>Spring 1 Forces &amp; Motion</b>	<b>Spring 2 Energy &amp; Electricity</b>	<b>Summer 1 Reproduction &amp; Evolution</b>	<b>Summer 2 Resources &amp; Sustainability</b>
<b>Curriculum Content</b>	<p>Autumn Term 1 focus is primarily about Biology.</p> <p>Studies will focus on an in-depth review of cell structure, DNA, genes, inheritance, and variation previously covered in Year 8.</p> <p>*These are key topics for iGCSE and beyond.</p>	<p>Autumn Term 1 focus is primarily about Chemistry.</p> <p>Studies will focus on a deeper understanding of chemical reactions, balancing equations &amp; factors affecting reaction rates.</p> <p>*These are key topics for iGCSE and beyond.</p>	<p>Spring Term 1 focus is primarily about Physics.</p> <p>Studies will focus on increasing students understanding of forces, velocity, acceleration, speed &amp; Newton's laws of motion.</p> <p>*These are key topics for iGCSE and beyond.</p>	<p>Spring Term 2 focus is primarily about Physics.</p> <p>Studies will focus on increasing the students understanding of energy types, energy transfers, electricity, circuits, voltage, current, and resistance.</p> <p>*These are key topics for iGCSE and beyond.</p>	<p>Summer Term 1 focus is primarily about Biology.</p> <p>Studies focus on increasing the students understanding of human and plant reproduction, natural selection, evolution, and adaptations of organisms.</p> <p>Group project on evolution; test on reproduction.</p>	<p>Summer Term is a more generic look at the wider sphere of Science at its impact on society.</p> <p>Studies include Earth's resources, sustainable development, recycling, and the impact of human activity on the environment.</p>
<b>Assessment</b>	<b>Autumn term 1 progress test:</b> Oct 2024	<b>Autumn term 2 assessment:</b> Dec 2024	<b>Spring term 1 Progress test:</b> Feb 2025	<b>Spring Term 2 Assessment:</b> Mar 2025	<b>Summer term 1:</b> Lower Secondary Checkpoint	<b>End of Year examination</b>

<b>Year 9 Geography</b>	<b>Autumn 1 Tectonic Hazards</b>	<b>Autumn 2 Climatic Hazards</b>	<b>Spring 1 Cold Climates</b>	<b>Spring 2 Hot Climates</b>	<b>Summer 1 Travel and Tourism</b>	<b>Summer 2 Sustainable Tourism</b>
<b>Curriculum Content</b>	<p><b>Topic-</b> Tectonic Hazards</p> <p><b>Key knowledge</b> Why do we have earthquakes and volcanoes? Theory of plate tectonics. Short and long-term impacts of hazards.</p> <p><b>Key skills</b> Recall, Diagrams, using data, prediction</p>	<p><b>Topic-</b> Hazards continued Climatic hazards</p> <p><b>Key knowledge</b> Causes of climatic hazards. Revision games. Case study of a climatic hazard.</p> <p><b>Key skills</b> Data analysis Group work &amp; presenting work</p>	<p><b>Topic-</b> Extreme Environments Polar regions</p> <p><b>Key knowledge</b> How does ice shape the world? Climate in a cold region. Features formed by cold climates. Location of cold environments.</p> <p><b>Key skills</b> Reading climate graphs, Diagrams, Use of data</p>	<p><b>Topic-</b> Extreme Environments Hot deserts</p> <p><b>Key knowledge</b> What are the characteristics of hot deserts? How do Animals adapt to deserts? Location of world deserts. Desertification.</p> <p><b>Key skills</b> Reading climate graphs, use of data</p>	<p><b>Topic-</b> Travel and Tourism</p> <p><b>Key knowledge</b> What is tourism? Why are destinations popular? Mass tourism</p> <p><b>Key skills</b> Data understanding Mapping, social issues</p>	<p><b>Topic-</b> Sustainable tourism</p> <p><b>Key knowledge</b> How can we make tourism more sustainable? Case study</p> <p><b>Key skills</b> Group work, Presentation skills</p>
<b>Assessment</b>	<b>Autumn term 1 progress test:</b> Oct 2024	<b>Autumn term 2 assessment:</b> Dec 2024	<b>Spring term 1 Progress test:</b> Feb 2025	<b>Spring term 2 assessment:</b> Mar 2025	<b>Summer term 1: no formal assessment</b>	<b>End of Year examination</b>



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<b>Year 9 History</b>	<b>Autumn 1 The Holocaust</b>	<b>Autumn 2 The Northern Ireland Conflict</b>	<b>Spring 1 Vietnam Conflict</b>	<b>Spring 2 The Cold War</b>	<b>Summer 1 Communism in Russia</b>	<b>Summer 2 Spanish / Moroccan Conflict</b>
<b>Curriculum Content:</b>	<p><b>Enquiry 1</b> – What was life like in Europe before WW2?</p> <p><b>Enquiry 2</b> – In what ways was there persecution of minority groups during the Holocaust?</p> <p><b>Enquiry 3</b> – What was the impact of liberation on survivors of the Holocaust and Europe?</p>	<p><b>Enquiry 1</b> – How did Partition affect Northern Ireland?</p> <p><b>Enquiry 2</b> – What happened between both Britain and Ireland throughout the Troubles?</p> <p><b>Enquiry 3</b> – What has the impact of the Troubles been on relations.</p>	<p><b>Enquiry 1</b> – What were the key causes in the Vietnam Conflict?</p> <p><b>Enquiry 2</b> – What were the key features of the conflict?</p> <p><b>Enquiry 3</b> – What was the impact on the Vietnam conflict on world relations?</p>	<p><b>Enquiry 1</b> – What was the key causes in the Cold War?</p> <p><b>Enquiry 2</b> – What were the key features of the conflict?</p> <p><b>Enquiry 3</b> – What was the impact on the Cold War conflict on world relations?</p>	<p><b>Enquiry 1</b> – To what extent did the Russian revolution change the nature of Russia?</p> <p><b>Enquiry 2</b> – What was life like in Stalinist Russia?</p> <p><b>Enquiry 3</b> – To what extent did conflict in Russia affect its relationship with the USA?</p>	<p><b>Enquiry 1</b> – What was the impact of the Spanish invasion of Morocco during the Rif War?</p> <p><b>Enquiry 2</b> – How did the Ifni war affect Spanish/Moroccan relations.</p> <p><b>Enquiry 3</b> – How did both conflicts lead to Moroccan independence?</p>
<b>Assessment:</b>	<p><b>Formative:</b> Writing – Forming two sided arguments Source – How far does Source A support Source B.</p> <p><b>Summative:</b> PEEL, Source Support x2 PEEL (Two sided) and Conclusion</p>	<p><b>Formative:</b> Writing – Forming two sided arguments Sources to Source – How does Source A support Source B.</p> <p><b>Summative:</b> PEEL (Two sided) Source Support Assessment 1</p>	<p><b>Formative:</b> Writing – Using evidence and argument to form a judgement Interpretations – Analysing Interpretations for agreement</p> <p><b>Summative:</b> PEEL inc. Conclusion (2) Interpretations x 2 Judgement Assessed</p>	<p><b>Formative:</b> Writing – Using evidence and argument to form a judgement Interpretations – Analysing Interpretations for agreement</p> <p><b>Summative:</b> PEEL (Two sided) Interpretation with judge Assessment 2</p>	<p><b>Formative:</b> Writing – Development of Conclusion Sources – Analysis of sources/interpretation for utility</p> <p><b>Summative:</b> PEEL (Two sided) Source Analysis x2 Homework Research</p>	<p><b>Formative:</b> Writing – Development of Conclusions Interpretations – Analysing Interpretations for agreement</p> <p><b>Summative:</b> PEEL (Two sided) Interpretation with judge Assessment</p>

<b>Year 9 French</b>	<b>Autumn 1 Media</b>	<b>Autumn 2 Music</b>	<b>Spring 1 Sport</b>	<b>Spring 2 Travel</b>	<b>Summer 1 Leisure</b>	<b>Summer 2 Technology</b>
<b>Curriculum Content</b>	<p>Describe your favourite media and programs. Analyse advertisements and media campaigns. Compose adverts or scripts for programmes. Write reviews of films, series or programmes.</p> <p><b>Grammar:</b> Using avoir &amp; etre Written comprehension Adjectival agreement- Comparative- Negative</p>	<p>Types of music / instruments French speaking artists from the world music scene.</p> <p><b>Grammar:</b> Using multiple tenses revisit the imperfect tense music event description Writing 90 words to a writing criteria. Les homophones grammaticaux / adverbs de manière en ment</p>	<p>Talk about your training and competition habits. Express opinions about sporting events and athletes' performances. Create posters Newspaper articles describing sports</p> <p><b>Grammar:</b> Comparisons (plus ou moins que / in relation to sports or activities. Comparatives and superlatives</p>	<p>Types of accommodation. Writing travel diary. Describe travel destinations and associated activities. Recount past travel experiences. Study cultural practices and local traditions in tourist destinations.</p> <p><b>Grammar:</b> Adding comparatives to give more detailed opinions and pupils are introduced to the imperative for asking directions</p>	<p>Types of leisure activities Describe hobbies. Express opinions. Discuss the importance of balancing hobbies and responsibilities</p> <p><b>Grammar:</b> Oral and writing. Written projects such as leisure reviews or descriptions of leisure activities. Presentations on favourite hobbies or cultural events position of adjectives.</p>	<p>The importance of technology in our daily lives / advantages and disadvantages. Discovering argumentation / expressing your point of view, write an argumentative text.</p> <p><b>Grammar:</b> See the present, compound past, imperfect, past perfect and future tenses irregular verbs with avoir perfect tense of aller using etre as an auxiliary</p>
<b>Assessment</b>	<b>Reading, Comprehension, Oral:</b> Oct 2024	<b>Independent writing / oral:</b> Dec 2024	<b>Reading analysis test:</b> Feb 2025	<b>Reading, Comprehension</b> Mar 2025	No formal assessment	<b>End of Year Examination</b>



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<b>Year 9 Arabic</b>	<b>Autumn 1 Media</b>	<b>Autumn 2 Health and Healthcare</b>	<b>Spring 1 Sports and Exercise</b>	<b>Spring 2 Travel</b>	<b>Summer 1 Leisure</b>	<b>Summer 2 Technology</b>
<b>Curriculum Content</b>	Describe your favourite media and programmes. Means and types of communication. Conducting a journalistic interrogation. Communication between the past and the present. Analyse adverts and media campaigns  <b>Grammar:</b> Past tense Intransitive and transitive Ta'a, bound and simple Reading short stories.	Express assumptions and wishes about health. Give advice and instructions on staying healthy. Balanced nutrition, Dr's consultations. Dialogue between a doctor and a patient. Write articles on topics related to health and medicine.  <b>Grammar:</b> Present tense verbs More and abstract Writing the hamza	Favourite sports. Talk about your training and competition habits. Express opinions about sporting events and athletes' performances. Create posters and newspaper articles describing sports  <b>Grammar:</b> Writing the middle hamza The naat The predicate and its types	Types of accommodation. Writing travel diary. Describe travel destinations and associated activities. Recount past experiences. Study cultural practices and local traditions in tourist destinations.  <b>Grammar:</b> Present tense verb Future verb Intransitive and transitive verbs	Types of leisure activities Describe hobbies. Express opinions. Write descriptions of favourite leisure activities Write invitations to leisure events. Discussing the importance of balancing hobbies and responsibilities  <b>Grammar:</b> The adjective The correct and defective verb and their types The abstract verb	The importance of technology in our daily lives. The advantages and disadvantages. Progress and means of development. Modern technologies and their impact on people's lives. Expressing your point of view, writing an argumentative text.  <b>Grammar:</b> See the present, compound past, and future tenses Writing the detailed hamza The active participle & adverb
<b>Assessment</b>	<b>Reading comprehension test</b> <b>Oral assessment:</b> Oct 2024	<b>Independent writing &amp; speaking test:</b> Dec 2024	<b>Graded presentation on the importance of sport:</b> Feb 2025	<b>Reading, comprehension independent writing:</b> Mar 25	<b>No formal assessment</b>	<b>End of year exams: Jun 2025</b>

<b>Year 9 Music</b>	<b>Autumn 1 Are you in the loop?</b>	<b>Autumn 2 Hip Hop &amp; Remixes</b>	<b>Spring 1 The Beat</b>	<b>Spring 2 Modern Opera</b>	<b>Summer Term Final Concert</b>
<b>Subject Content</b>	Learners will compose their own piece using 'loop' while also choosing one new instrument for creating music.  Learners will work in groups to experiment with loop-based music and create their own piece. This will be refined through feedback from the class before being performed to an audience.	Learners will study a piece of hip-hop music to become familiar with the features of this style.  Learners will then work in groups to create their own hip-hop remix before performing this to an audience.	Learners will explore the power of rhythm in many different contexts and forms.  Learners listen to a range of music with interesting rhythms and develop their ability to describe what they are listening to using some musical terminology. Learners also explore the context and roots of music.	Learners will explore storytelling through song and create their own contemporary opera using acting, props, voices and instruments. They will rehearse and perform this to an audience.  Mostly through whole class and group learning, music making will include singing in rounds, singing in two, three or four parts, with opportunities to experiment.	In this unit, learners will select their favourite work from the year to revise, refine and perform as part of a final concert. It is important that this unit draws on all the prior learning across this stage (and their Lower Secondary learning). This unit requires learners to both use and further develop their existing performing skills. This will mean something different for each individual learner.
<b>Assessment:</b>	<b>Assessment of composed 'loops' piece recording</b>	<b>Assessment of hip-hop remix performance</b>	<b>Assessment of group performance.</b>	<b>Assessment of contemporary opera performance</b>	<b>End of year graded performance - "The Concert"</b>



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<b>Year 9 Computer Science</b>	<b>Autumn 1 Python programming with sequences of data</b>	<b>Autumn 2 Media – Animations</b>	<b>Spring 1 Data science</b>	<b>Spring 2 Representations – going audiovisual</b>	<b>Summer 1 Introduction of cybersecurity</b>	<b>Summer 2 Applying programming skills with physical computing</b>
<b>Curriculum Content</b>	Write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements. Use iteration (while statements) to control the flow of program execution. Combine key programming language features to develop solutions to meaningful problems. Use iteration (for loops) to iterate over lists and strings. Use variables to keep track of counts and sums.	Add, move, and delete keyframes to make basic animations. Join multiple objects together using parenting. Use loop cut and face editing. Use proportional editing. Use subdivision. Use the knife tool. Add and edit set lighting. Create a 3–10 second animation. Render out the animation.	Use an appropriate software tool to visualise data sets and look for patterns or trends. Select criteria and use data set to investigate predictions. Solve a problem by implementing steps of the investigative cycle on a data set. Use findings to support a recommendation. - Apply data cleansing techniques to a data set. Analyse visualisations to identify patterns, trends, and outliers. Draw conclusions and report findings	Describe how colour can be represented as a mixture of red, green, and blue, with a sequence of bits. Perform basic image editing tasks using appropriate software and combine them to manipulate images. Explain the function of microphones and speakers as components that capture and generate sound. Perform basic sound editing tasks using appropriate software. Define ‘compression’ and describe why it is necessary.	Implement strategies to minimise the risk of data being compromised through human error. Recognise how human errors pose security risks to data. Define hacking in the context of cyber security. Examine how different types of malware causes problems for computer systems. Compare security threats against probability and the potential impact to organisations. Explain how networks can be protected from common security threats.	Use a development environment to write, execute, and debug a Python program for the micro:bit. Write programs that communicate with other devices by sending and receiving messages wirelessly. Design a physical computing artifact purposefully, keeping in mind the problem at hand, the needs of the audience involved, and the available resources. Implement a physical computing project, while following, revising, and refining the project plan
<b>Assessment</b>	<b>Autumn Term 1:</b> Oct 2024	<b>Autumn Term 2:</b> Dec 2024	<b>Spring Term 1:</b> Feb 2025	<b>Spring Term 2:</b> Mar 2025	<b>Summer 1:</b> No Formal Assessment	<b>End of Year Examination</b>

<b>Year 9 Art</b>	<b>Autumn 1 Still Life</b>	<b>Autumn 2 / Spring 1 Identity</b>	<b>Spring 2 / Summer 1 On the surface</b>	<b>Summer 2 Exhibition</b>
<b>Curriculum Content</b>	In this unit learners draw from a range of still life objects focusing on tone to record detail and form. They also explore how objects relate to each other in terms of space. They research the work of other still life artworks and use this to influence their own selection of objects. Learners create their own arrangement of these objects using a range of backdrops to further develop an interesting composition. They use photography and viewfinders to analyse the composition and to decide on a final arrangement.	Learners take the theme title ‘Identity’ and look at examples of work from a range of artists that relate to the theme in different ways such as portraiture, still life, landscape, and sculpture. Learners may refer to their previous work on still life and how objects can reflect an identity. Alternatively, they may explore another aspect that makes up an identity, such as heritage, family, interests or take a more literal response and create a self-portrait.	Learners will gather images to explore the theme of ‘On the Surface’, and be encouraged to work as independently as possible, using a range of media such as photography, pencil, paint, collage and found objects. Learners will reflect on past work and decide which media they would like to use, and they will experiment with these in order to develop their initial images.	Learners will select work from any of the units covered this year to create an exhibition displayed somewhere in the school. This will involve selecting a final outcome and at least three sheets of work from their initial drawings and photographs, experiments with media and artist research. They will present this work to their peers or invited guests (such as parents) as part of this unit. This could be in small groups or as a whole group activity, presented in a space in their school such as the library or main hall.
<b>Assessment:</b>	<b>Autumn Term 1:</b> Nov 2024	<b>Spring Term:</b> Mar 2025	<b>Summer Term:</b> May 2025	Exhibition