

Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Stereotyping, prejudice and discrimination (Autumn term)	Topic overview – Students are given an introduction to the various forms of discrimination. We cover what the law says about discrimination and look at real life examples of discrimination.	1. Introduction to equality: key terms and first impressions	What do we study in Y9 Citizenship? What is equality? What is stereotyping?	MA: describe the key terms prejudice and discrimination HA: use examples from experience or news to illustrate these key terms LA: Identify protected characteristics MA: Describe examples of when people’s rights are ignored HA: Explain why people’s rights may be ignored and suggest solutions <i>Include opportunities to develop subject specific skills plus general core skills including independence, problem solving, evaluation, analysis, creativity, literacy, numeracy and oracy</i>
		2. Why didn’t Karen Ong get the job? Discrimination in the workplace	What are the laws when it comes to prejudice and discrimination?	
		3. Discrimination	What is discrimination? How have people been discriminated against across the ages?	
		4. Syrian refugees	What is happening in Syria? What is the experience of ordinary people in Syria? Who are ISIS?	
		5. Islamophobia	What is Islamophobia? What are the effects of Islamophobia? Where does Islamophobia come from?	
		6. Mental health and the stigma attached to it	How are people with mental health issues treated?	

		7. Sexism	What is sexism? What is the law on sexism?	
		8. Does racism still exist?	Does racism still exist? Is there less racism now? Does it exist in this country? Does it exist still in America?	
		9. Equality magazine assessment	How can we describe and explain the experience of people who are discriminated against?	
Careers and politics (Spring term)	Topic overview – We begin the unit with a set of careers lessons designed to get students looking at their Local Market Index (which careers are available in this area and how have they changed over the years). We then look at the UK’s political system and students get the opportunity to research and design their own political party. We end the topic by having a year-wide vote for an overall winner.	1. Careers: Registering on START program	Realise it is important to be self-aware Begin creating a personalised online record which can be used until you leave school, and beyond Improve your understanding of your own skills, qualities, interests and work preferences	Realise it is important to be self-aware Begin creating a personalised online record which can be used until you leave school, and beyond Improve your understanding of your own skills, qualities, interests and work preferences
		2. Careers: Local Market Index (LMI)	Understand that jobs change over time Learn who the big employers are in the NE Explore how new technology could affect employment	Understand that jobs change over time Learn who the big employers are in the NE Explore how new technology could affect employment
		3. Careers: Impartiality	Identify bias using examples from hotel reviews	

			<p>Explain which source is most impartial</p> <p>Create a piece of advice using the sources you have analysed</p>	<p>Identify examples of current affairs stories you have heard about/interest you</p> <p>Identify ways our lives are affected by political decisions</p>
		4. Careers: Research	<p>Which jobs could I do?</p> <p>Use START to research possible jobs</p>	<p>Describe the first past the post system</p>
		5. Careers: Stereotyping	<p>Is the world of work unfair?</p> <p>Are there jobs for men and jobs for women?</p> <p>Are salaries the same for men and women?</p> <p>Why do women do different jobs and often get paid less?</p>	<p>Evaluate the FPTP by looking at strengths, weaknesses and alternatives</p>
		6. Introduction to politics	<p>Do politics affect my life?</p> <p>How much do I know about politics?</p> <p>Why is politics relevant to me</p>	
		7. Democracy vs Dictatorship	<p>What is democracy?</p> <p>What is a dictatorship?</p> <p>What are the relative strengths and weakness of these two ways of organising society?</p>	
		8. Right wing vs Left wing	<p>What does right wing and left wing mean?</p>	

			Where do my political views lay?	
		9. Political party research	Who are the main political parties in the UK? What/who are their policies, leaders and histories? Who would you vote for if you had the choice?	
		10. The national budget	What is the national budget? Who controls it? What would I spend the money on if I had the choice?	
		11. Create your own political party	What goes into producing a political party? How do politicians give good speeches?	
		12. Voting and the first	How does our class vote compare with a general election? What is first past the post? What are the strengths and weaknesses of FPTP?	

Laws that influence life and child soldiers (Summer term)	Topic overview – This topic will aim to combine the two previous topics by first of all looking at how laws passed by government influence our daily lives. Secondly we will explore prejudice and discrimination across the globe by looking at the plight of child soldiers.	1. What are laws?	What are laws? How are they formed and passed? What impact do they have on our lives?	Knowledge of keywords and pre-existing laws – see diagnostic assessment LA: 1-2 keywords MA: 2-3 keywords HA: 3-4 keywords LA: Identify the arguments for and against Doug Paulley’s situation MA: Can share and record 5 areas of the Equality Act 2010 HA: Can use parts of the Equality Act 2010 to support their LA: Can identify superficial differences between timetables and can suggest 1-2 reasons about the effect of this MA: Can identify differences between the timetables and explain what effect this may have on the students who used these timetables HA: All of previous plus students may be able to suggest reasons why the content of education is so important and how governments can abuse it.
		2. Wheelchair or pram (The Equality Act 2010)	Should Doug Paulley be annoyed by what happened to him? Who should have the right to this area of the bus? Who does the Equality Act 2010 serve to protect?	
		3. Education and the law	How important is education? Can education be used in a negative way? What kind of adults do different education systems produce?	
		4. Trump and the 50 day ban	How did Trump get into power? What is he like as a leader? What is the 90-day ban? Why did Trump try to introduce it? Is Trump being fair?	
		5. Triggering Article 50	What is Article 50? What is BREXIT? What impact will Brexit have on British people?	

			What are the arguments for and against Brexit?	
		6. Fines for going on holiday	<p>What is the fine for unauthorised absence?</p> <p>Should schools be able to fine parents?</p> <p>Is good attendance to school that important</p>	<p>HA</p> <p>Make connections between universal declaration of rights for children and the experience of being a child soldier.</p>
		7. Assessment	What have you learned so far?	<p>Present persuasive and sophisticated outline of the experience of being a child soldier, evaluating the impact of being a soldier.</p>
		8. Global citizenship – child soldiers	<p>What are our human rights?</p> <p>What does it look like when these rights are violated or taken away?</p> <p>What are child soldiers?</p> <p>How have their rights been taken away?</p> <p>Who is Joseph Kony?</p>	<p>MA</p> <p>Can explain how a child becomes a soldier and outline their experience.</p>
		9. Global citizenship – child soldiers		<p>Can explain the process of becoming a child soldier and the experience of being a soldier, beginning to make reference to consequences of being a child soldier.</p>
		10. Year review		<p>LA</p> <p>Can include some relevant information on child soldiers.</p>

				<p>Can include more detailed information about the child soldiers.</p> <p>Can present some detail, including the experience of</p> <p>Include opportunities to develop subject specific skills plus general core skills including independence, problem solving, evaluation, analysis, creativity, literacy, numeracy and oracy</p>
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