



Year 9 Connected Curriculum Outline 2025

	Term 1	Term 2	Term 3	Term 4
Virtue	Empathy	Kaitiakitanga	Integrity	Diligence
Guiding Whakataukī or Gospel Verse	I praise you because I am fearfully and wonderfully made <i>Psalm 139:14</i>	“Piki atu ki te taumata o tōku maunga Ka kite au i te mana, i te ihi o te whenua nei nō ōku tupuna” <i>I climb to the summit of my mountain To see the lands of my ancestors</i>	‘He aha te mea nui o te ao? Māku e kī atu, he tangata, he tangata, he tangata’ <i>What is the most important thing in this world? It is people, it is people, it is people</i>	"From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work." <i>1. Ephesians 4:16</i>
Unit Title	Connected: Exploring Identity, Belonging, and Responsibility	Caring for the World: Conscience & Compassion	Who We Are: A Journey Through Faith, Self, and Stewardship	The Power of Community, Culture, and Knowledge
Religious Education	The Gift of Belonging Discussing who akonga are. Questions how Christians start following Jesus in the sacraments. Explores examples of how we can live our lives for holiness through the Church today. Integration: This unit emphasizes the spiritual dimension of belonging and responsibility and creates connections to the extended study of identity in Maori short	Creation and Covenant Looking at how the Bible tells the story of humanity’s relationship with God. Key concepts of creation and covenant are explored whilst developing general knowledge of biblical content. Integration: This unit is focused on seeing the beauty of God’s creation and the role of humanity in taking care of all of God’s creation.	The Trinity Learning the dynamic relationship that seamlessly, lovingly, and creatively flows through ourselves, and our roles in the story of salvation. Understanding the Blessed Trinity is alive and active in our everyday lives and that every action of God is due to the whole Trinity and that God always was and is. Integration: The activities and discussions are focused on	The Growing Church Understanding how the Christian faith developed from a community of faith within Judaism to become a major spiritual, political and social force. The movement of the faith from small beginnings to a faith available to everyone wherever and whoever they were, eventually leading to the concept of Christendom. Integration: The concept of growth within a community serves

	<p>stories and a selected novel in the literacy unit.</p>		<p>seeing evidence of God’s presence and revelation of His love from the beginning of time. Looking at the development of humanity, the students see the ratio and balance of God’s work as an effect of His love. The students are expected to present their learning through the skills developed in the different subject areas.</p>	<p>as a framework for understanding various societal advancements, showing parallels in economics, scientific discoveries, and community health.</p>
<p>English</p>	<p>Reading Unit A study of Māori short stories Extended Text Study (novel) These text studies will allow students into explore their identities (cultural and social), as well as looking into their life and faith values and attitudes to further their understanding of what shapes them to be who they are.</p> <p>This leads into: Assessment Task: Essay Writing Essay writing skills, looking into structures, language</p>	<p>Short Story Study Using the Ngāi Tai ki Tamaki ‘Legend of Tāmaki Makaurau’ and making links to Romeo and Juliet (West Side Story) we are able to draw parallels between the stories and reference to the guiding whakataukī (passing down of stories to help create a sense of belonging to people and place while building a connection to those who have gone before us)</p> <p>This leads into: Assessment Task: Speeches School Whakataukī along</p>	<p>Film Project Documentary Making Learning about film techniques and creating a design and plan project. Filming of a documentary about ‘how Faith shapes our identity’.</p> <p>Writing Unit A selection of writing genres (poetry, letter, narrative, opinion, persuasive) will be explored and looking into the language, tone, vocabulary and structures used for a specific purpose.</p>	<p>Short Text Study A study of either short stories, poetry and song lyrics. Revision of Essay writing skills which will lead into a final assessment – essay writing.</p> <p>Visual Text Study A visual text that explores how the integration of different groups are impactful and purposeful.</p> <p>Integration: The final short text and visual text study will align</p>

	<p>conventions, exploring ideas, characterisation, settings, and language techniques.</p> <p>Integration: This unit links to the bible verse Psalm 139:14 discovering who we are (our identity) and how we are made perfect in the image of God.</p>	<p>with other selected Whakataukī as the topics students craft speeches that are personal and genuine.</p> <p>Integration: The introduction of Ngāi Tai ki Tamaki 'Legend of Tāmaki Makaurau' leads from our Term 1 unit of identity, and using the School Whakataukī as the foundation of our speech topics.</p>	<p>Integration: The documentary unit and writing unit encourages our akonga to learn about the world, and how serving others is an integral part of our school's special character.</p>	<p>with the Ephesians 4:16 biblical verse on how community works together and are held together so long as we all do our part.</p>
<p>Mathematics</p>	<p>Navigating Maths (Arrival of Bishop Pompallier) Students develop their understanding of scale factors, map reading using coordinates, Pythagoras theorem, bearings, and angle rules through the local theme Navigation and Maritime Exploration incorporating the arrival of Bishop Pompallier into New Zealand. Connections could be found between the arrival of Bishop Pompallier and the arrival of Māori and their different ways of navigation.</p>	<p>Māori Legend Students develop their understanding of Algebraic expressions and equations with a focus on like terms, expanding and factorising, as well as solving linear equations through the legend of Tāmaki Makaurau. Students investigate world views on time keeping through the theme of Matariki and Maramataka</p> <p>Integration: Students use the universal language of Mathematics and in particular Algebraic expressions to seek common</p>	<p>Financial Mathematics Students develop their understanding of how finances work on a personal level through decimals, percentages, rates, ratios and linear algebra. Students investigate GST, interest, loans and savings, discounts, graphing of financial information and using timeseries to investigation long-term financial information.</p> <p>Integration: With a focus on personal finance students explore their relationship with money and their</p>	<p>The mathematics of games Students develop their understanding of chance through probability investigations. Connections are made to risk, insurance, gambling and their impacts on themselves and society before developing their own game of chance.</p> <p>Integration: Students connect how games of chance connect communities and the impacts, both positive and negative it can have.</p>

	<p>Integration: By connecting map reading and Pythagoras Theorem to historical events, students contextualise the Church's influence in NZ.</p>	connections across cultures and develop a positive mindset within the classroom.	obligations to family, society and community	
Physical Education	<p>Cooperation, interpersonal skills, personal and social responsibility</p> <p>Run through a Sports Education Model – focusing on cooperative sports throughout the term. Each student has a role each lesson, to show how well they can lead in that role and show empathy to those who fill their role next.</p> <p>Integration: This unit connects with overarching social responsibility and values, fostering students to make positive decisions for themselves and others around them.</p>	<p>Fitness</p> <p>Components of fitness, health and skill related fitness, training programmes.</p> <p>Integration: By developing mental and physical endurance, resilience and overcoming challenges, students will conquer their own mountains and tick off personal achievements throughout this unit.</p>	<p>Movement concepts and motor skills</p> <p>Anatomy - knowledge around bones, muscles and movements</p> <p>Biomechanics – building on knowledge from Y7/8 with Balance and Stability, Force summation and integrating Projectile motion through Tennis/striking games.</p> <p>Integration: Focussing on movements and actions within a sports setting, students will analyse the key stages of movements that are fundamental in people's movements and make suggestions that can increase their own and others expansion of skill.</p>	<p>Performance Improvement</p> <p>Building practical skills in a chosen context – Badminton</p> <p>Integration: By developing skills in a specific area, this unit links to the development of the whole body to increase confidence, communication and resilience.</p>
Health	Alcohol	Grief, Loss and Change	Nutrition	Hauora through Physical Education

	<p>Decision making, teen drinking, impacts on self, others and society, creating positive health enhancing outcomes in difficult situation</p> <p>Integration: This unit connects to the theme as it allows students to understand who is impacted and influenced regarding alcohol, and how they can empower themselves to take care not only of their own well-being but display empathy and care for others around them and wider society.</p>	<p>Self-reflection and case studies into how students may deal with Grief, Loss and Change, and empowering them to reach out while also building skills to develop self-coping strategies</p> <p>Integration: The connection to the theme in this unit is clear as students will personally reflect on the hardships and difficulties they have faced in their life and expand their comprehension with skills to manage difficult situations they may face in the future.</p>	<p>Understanding minerals, vitamins, fats, carbs, proteins etc. Balanced diets, diabetes and health related issues, understanding food labels, impacts on wider society implications of food and nutrition.</p> <p>Integration: By understanding the wider societal impacts that determine an individual's nutrition, this unit connects to the theme as students learn to acknowledge the importance of self-respect of their own personal health and develop a holistic approach to life.</p>	<p>Understanding the positive implications of PE on wellbeing.</p> <p>Integration: Through active participation, this unit connects to the theme as it allows students to continually move in practical settings which will reinforce the idea that movement is essential for positive wellbeing.</p>
<p>Science</p>	<p>Science Skills and Investigations</p> <p>This unit introduces foundational science skills and key concepts:</p> <ul style="list-style-type: none"> • What is Science?: Introduction to science as a systematic way of understanding 	<p>Ecology of the Hunua Ranges</p> <p>Science: Ecology of the Hunua Ranges</p> <ul style="list-style-type: none"> • Environmental Stewardship: The ecology study of the Hunua Ranges provides a practical exploration of stewardship, as students learn 	<p>Digestion, Gas Exchange and Circulation</p> <p>This unit will look at the adaptations the body has to absorb nutrients, and transport them around the body</p> <p>Integration: Linking the science of the body and the interconnections of the</p>	<p>Science: Energy, Light, and Sound: Exploring the Science of Transformation and Perception</p> <p>In science, students study energy transformation, light, and sound to understand how these elements shape our environment and perceptions, aligning with</p>

	<p>natural phenomena and encouraging curiosity.</p> <ul style="list-style-type: none"> • Science Careers: Overview of careers in science to demonstrate how scientific inquiry contributes to society. • Safety in the Lab: Safe practices foster personal responsibility and respect for others. <p>Matter and Atoms: Key concepts of matter, atoms, and heat movement are explored to explain the physical world.</p> <p>Integration: Linking science to the overarching theme of responsibility, students gain respect for the natural world, which connects back to stewardship ideas discussed in Christian values.</p>	<p>about the intricate balance within ecosystems. Encourage them to consider ways they can act responsibly toward the environment, recognizing the call to protect New Zealand's unique biodiversity.</p> <ul style="list-style-type: none"> • Sustainable Decision-Making: By learning about sustainability and informed choices, students are encouraged to see themselves as caretakers of creation, responsible for preserving natural resources for future generations. <p>Integration: The connection to celebrating and protecting god's creations</p>	<p>systems to lead to healthier people</p>	<p>the theme of growth and enlightenment.</p> <ul style="list-style-type: none"> • Energy Transformation: Exploring how energy transfers and transforms offers insights into natural laws and environmental impacts. • The Electromagnetic Spectrum and Vision: Understanding light's travel and perception provides knowledge about human biology and environmental interaction. <p>Integration: The principles of energy transfer parallel the Church's growth and societal influence, showing how understanding and harnessing knowledge</p>
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				drives transformation and collective progress.
<p>Social Science</p>	<p>(Intended unit) Sovereignty, organisation and government Aotearoa NZ government's involvement in the Pacific after 1945 (post WW2): Various Peacekeeping Missions and Civil Defence deployment in Tonga and Samoa. Local protests which took place as a result of nuclear testing in the Pacific. Auckland and the Rainbow Warrior incident.</p>	<p>Contested Identities – Who are New Zealanders? What is identity? Using the Hunua Falls myth to unpack the concept of identity and how identity can change over time. How do we form identity? Māori concepts of identity and what makes a New Zealander. Who are the new New Zealanders? Push and pull factors for migrants to New Zealand.</p>	<p>(Intended unit) Place and Environment How have settlers' cultural practices transformed the natural environment and impacted on ecosystems? Comparison of NZ context with one international context (USA?) Clearing of bush for fenced pasture and farming; introduction of colonising plants and pests; extractive industries – goldmining, timber, coal; building of railways, roads; spread and growth of towns.</p>	<p>(Intended unit) Economic Activity Compare features of the Māori economy, before settlers arrived, to other pre-European settlements internationally. Government purpose and policies for regulating the economy; policies. How has the government managed our developing international economy? How has the government's management of the national economy damaged the Māori economy and effects of this long term.</p>