

# Year 9 Curriculum Maps

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# Year 9 Art

In Year 8 students will have learnt how to: make effective use of 1 and 2-point perspective; build upon knowledge of the formal elements; develop observational drawing skills; develop use of mixed media and 3D worked and gain experience in developing independent ideas and final pieces.  
Year 9 is a bridging year where you build upon previous learning and are taught the skills, techniques, methods and processes necessary for studying art at GCSE level. Students should keep a sketchbook of their work to refer back to throughout years 10 and 11.

	1	2	3	4	5	6	7	8
<b>Knowledge</b>	ASK sheet: <b>Mark-Making</b> . Drawing from direct observation students should learn about formal elements line, form, shape, tone, pattern. Students should have the opportunity to draw with a range of media and use mark-making to show tone when drawing seed pods, dried fruits, shells, pine cones etc.							
<b>Skills</b>	<b>Enquiry</b> – Looking at natural forms objects such as seed pods, pine cones and dried fruits and drawing them three dimensionally on pages of the sketchbook. <b>Solving Problems</b> – Considering how to make objects drawn look realistic by using media such as pencil, pen, nib and ink, graphite sticks, stippling etc. <b>Independence</b> – To try and work independently following advice and guidance from peers and teachers on use of media to create tone. <b>Expression</b> – Planning own compositions and effective use of mark-making to ensure objects look 3D and realistic. <b>Teamwork</b> – students to support each other by mini assessments throughout the lesson and sharing ideas about creating line. <b>Literacy</b> – Students should be writing about and analysing each study in sketchbooks.							
<b>Attitude</b>	<b>Curiosity</b> – To show interest in all techniques and materials, some will work well and others may be more difficult to use but persevere. <b>Commitment</b> – To ensure classwork and homework are all completed to best of ability, classwork may need to be completed outside of the lesson time. <b>Creativity</b> – Students to take ownership of their sketchbook and consider page layout, composition and annotations of each page.							
<b>Homework</b>	Homework is to be set each week by the individual class teacher.							Student evaluation
	9	10	11	12	13	14	15	16
<b>Knowledge</b>	ASK sheet: <b>Print-making</b> . An exploration into dry-point etching, lino printing and mono-type printing based on a theme of 'Shoes'. Students will learn different print techniques, using different inks, registration and printing surfaces.							
<b>Skills</b>	<b>Enquiry</b> – Investigating different print techniques and how they can differ as well as how working on different surfaces and papers, use of colour and repeating imagery can impact a print. <b>Solving Problems</b> – Use of the tools, printing press, registration of the plates and use of colour. <b>Independence</b> – To try and work independently following advice and guidance from peers and teachers on use of print techniques and equipment. <b>Expression</b> – Planning own compositions and effective use of mark-making on the plates to create unique and personal prints. <b>Teamwork</b> – students to support each other by mini assessments throughout the lesson and sharing ideas about their experimentation. <b>Literacy</b> – Students should be writing about and analysing each print and how they achieved them in sketchbooks.							
<b>Attitude</b>	<b>Curiosity</b> – To show interest in all techniques and materials, some will work well and others may be more difficult to use but persevere. <b>Commitment</b> – To ensure classwork and homework are all completed to best of ability, classwork may need to be completed outside of the lesson time. <b>Creativity</b> – Students to take ownership of their sketchbook and consider page layout, composition and annotations of each page.							
<b>Homework</b>	Homework is to be set each week by the individual class teacher.							Student evaluation
	17	18	19	20	21	22	23	24
<b>Knowledge</b>	Ask sheet: <b>Textiles</b> . Students will explore different textile processes such as needle felting, applique, dispersed dyes and the heat press, hand embroidery and machine embroidery as workshop sessions.				Ask sheet: <b>Textiles – working to a brief</b> . Working in collaboration with John Lewis students will be given a set brief and will create a cushion based on the techniques they have learnt.			
<b>Skills</b>	<b>Enquiry</b> – Investigating different textile techniques and how they can differ. <b>Solving Problems</b> – Use of the tools, techniques and materials and what the limitations and potential of them are. <b>Independence</b> – To try and work independently following advice and guidance from peers and teachers on use of textiles techniques and equipment. <b>Expression</b> – Planning own experiments making sure each one is suitable for the technique being looked at. <b>Teamwork</b> – students to support each other by mini assessments throughout the lesson and sharing ideas about their experimentation. <b>Literacy</b> – Students should be writing about and analysing each textile experiment and how they achieved them in sketchbooks.				<b>Enquiry</b> – Planning mood board, what material and techniques would suit an area of a house. <b>Solving Problems</b> – Working to a budget, planning own cushion and make it to a high standard. <b>Independence</b> – To try and work independently following advice and guidance from peers and teachers on use of textiles techniques and equipment. <b>Expression</b> – Planning own mood board and cushion that will be judged by an interior designer from John Lewis.			
<b>Attitude</b>	<b>Curiosity</b> – To show interest in all techniques and materials, some will work well and others may be more difficult to use but persevere. <b>Commitment</b> – To ensure classwork and homework are all completed to best of ability, classwork may need to be completed outside of the lesson time. <b>Creativity</b> – Students to take ownership of their sketchbook and consider page layout, composition and annotations of each page.				<b>Curiosity</b> – To show interest in the brief set by John Lewis and plan all activities thoroughly. <b>Commitment</b> – To ensure the cushion and mood board look professional through the effort applied to it. <b>Creativity</b> – Students to take ownership of their mood board and cushion.			
<b>Homework</b>	Write up about each of the textiles techniques studied in class.				Source materials and keep receipts.			

	25	26	27	28	29	30	31	32
<b>Knowledge</b>	ASK sheet: <b>Textiles – working to a brief.</b> The cushion, a mood board and a costings spreadsheet will be submitted for judging by John Lewis home design team.				ASK sheet: <b>Ceramics.</b> Students will investigate the work of a well-known potter, undertake ceramic techniques before designing and making their own pot.			
<b>Skills</b>	<b>Enquiry</b> – Planning mood board, what material and techniques would suit an area of a house. <b>Solving Problems</b> – Working to a budget, planning own cushion and make it to a high standard. <b>Independence</b> – To try and work independently following advice and guidance from peers and teachers on use of textiles techniques and equipment. <b>Expression</b> – Planning own mood board and cushion that will be judged by an interior designer from John Lewis.				<b>Enquiry</b> – students to focus on the different patterns and surfaces that can be created on the clay before exploring 3D manipulation. <b>Solving Problems</b> – Use of the tools and clay techniques and what can be achieved. <b>Independence</b> – To try and work independently following advice and guidance from peers and teachers on use of clay techniques and equipment. <b>Expression</b> – Planning own experiments and ideas before starting design ideas for a clay vessel. <b>Teamwork</b> – students to support each other by mini assessments throughout the lesson and sharing ideas about their experimentation. <b>Literacy</b> – Students should be writing about and analysing each clay experiment and how they achieved them in sketchbooks.			
<b>Attitude</b>	<b>Curiosity</b> – To show interest in the brief set by John Lewis and plan all activities thoroughly. <b>Commitment</b> – To ensure the cushion and mood board look professional through the effort applied to it. <b>Creativity</b> – Students to take ownership of their mood board and cushion.				<b>Curiosity</b> – To show interest in all techniques and materials, some will work well and others may be more difficult to use but persevere. <b>Commitment</b> – To ensure classwork and homework are all completed to best of ability, classwork may need to be completed outside of the lesson time. <b>Creativity</b> – Students to take ownership of their sketchbook and consider page layout, composition and annotations of each page.			
<b>Homework</b>	Attend art club to work on cushion.	Attend art club to work on cushion.	Complete costings and write statement about cushion.		Student evaluation	Artists research pages.		

	33	34	35	36	37	38	39
<b>Knowledge</b>	ASK sheet: <b>Ceramics.</b> Clay techniques and making own pot and glazing.						
<b>Skills</b>	<b>Enquiry</b> – Students to investigate into a famous potter to look at style, technique and use as inspiration when planning then making own clay vessel. <b>Solving Problems</b> –To be able to adapt their designs and choose the most suitable building technique to realise intentions. <b>Independence</b> – To try and work independently following advice and guidance from peers and teachers on use of clay techniques and equipment. <b>Expression</b> – Making own clay vessel personal whilst considering the work of others as inspiration. <b>Teamwork</b> – students to support each other by mini assessments throughout the lesson and sharing ideas about their experimentation. <b>Literacy</b> – Researching and writing about a clay artist in sketchbooks.						
<b>Attitude</b>	<b>Curiosity</b> – To show interest in all techniques and materials, some will work well and others may be more difficult to use but persevere. <b>Commitment</b> – To ensure classwork and homework are all completed to best of ability, classwork may need to be completed outside of the lesson time. <b>Creativity</b> – Students to take ownership of their sketchbook and consider page layout, composition and annotations of each page.						
<b>Homework</b>	Construction diary						Evaluation

# Year 9 GCSE Business Studies

An introduction to GCSE Business for students who have not studied it before. There will be a range of projects to introduce students to a range of business concepts. Students will learn various topics – Marketing, Added value, Customer service and complete a mini-project. Students will complete 4 mini-projects and start the GCSE course (Easter of year 9). Students worldly knowledge of what happens – relate these to the business concepts. Since students have not studied GCSE before the 4 projects will prepare them – acting as a bridging year.

1	2	3	4	5	6	7	8
<b>SUBWAY challenge</b> <b>Knowledge:</b> Business terms: Marketing; Target Market; Marketing Plan and Communications; Costs and Revenue; Unique Selling Point; Adding-Value							
The assessment will be a project write-up and group presentation for the project. It will be assessed by these means so students will have an individual ASK and a group assessment based on TENSILE skills						1 <sup>st</sup> draft deadline and teacher sets targets to improve	
Attitudes – curiosity due to a new subject so students want to study this new subjects Skills – Teamwork, numeracy and literacy						Attitude - commitment	
Homework – visit a SUBWAY branch to see how the subs are made and marketed							
9	10	11	12	13	14	15	16
		<b>Added Value cereal Project</b>					
Final deadline for task write up and presentations to group		The assessment will be individual report by each student on their recommendations					
Skills – teamwork and expression		Attitudes – consistency and curiosity Skills – independence and literacy					
		Homework – tasks on ways value is added to products at home and around their lives					
17	18	19	20	21	22	23	24
<b>Customer service and market research assignment</b>							
Assessment – students complete an extended assignment which will challenge students in terms of difficulty							
Attitudes – commitment and curiosity Skills – independence, expression and enquiry							
Homework – gather market research from questionnaire and key terms revision (that will be in class knowledge tests)							
25	26	27	28	29	30	31	32
<b>Start Theme 1</b> <b>1.1 Enterprise and entrepreneurship</b>	Preparation for mock exams the following week	Year 9 Mock exams	<b>Continue Theme 1 of GCSE – Investigating small business</b> <b>1.1 Enterprise and entrepreneurship</b> Knowledge - Risk/reward and role of enterprise				
Assessment – sample questions MCQ (Multiple Choice Questions) and 3 mark questions	Assessment – case study preparation and key terms knowledge	Assessment – key terms - PART A and then a case study with questions – PART B	Assessment – Sample questions and case studies				
Attitudes – consistency and commitment Skills – literacy, numeracy and independence	Attitudes – commitment and cooperation Skills – solving problems and enquiry	Attitudes – commitment and cooperation Skills – solving problems and enquiry	Attitudes – curiosity and creativity Skills – enquiry, expression and literacy				
Homework – key terms tests	Homework - revision	Homework - revision	Homework – MCQ and case studies				
33	34	35	36	37	38	39	
<b>1.2 Spotting a business opportunity</b> Knowledge - Market research, segmentation and competitive environment							
Assessment – key terms							
Attitudes – commitment, curiosity and consistency Skills – literacy, enquiry and expression							
Homework – collect results from secondary and primary examples of research using a range of market research techniques							

# Year 9 BTEC Business Studies

BTEC Technical in Enterprise: To develop TENSILE skills with a focus on how they relate to enterprise and businesses. They will learn how business make marketing decisions, how to create and implement a business plan and the risks and rewards of Enterprise. They will achieve transferable skills in preparation for BTEC Coursework to commence in Year 10. There is no assumed prior knowledge.

1	2	3	4	5	6	7	8
Subway Challenge: Marketing, target Market, Market Plan and communications, Costs and revenue, USP, adding value							
					First Draft of Subway Challenge		Final Draft of Subway Challenge
Expression, Teamwork, Numeracy						Complete corrections on Subway Project	
9	10	11	12	13	14	15	16
Marketing Project (Cereal): Marketing, Advertising, branding, Costs, Promotional methods, Market Research							Entrepreneur Project
						Deadline for Marketing Project	
Independence, Enquiry, Numeracy, Expression							
		Market research on cereals consumed by different market segments					Research 3 UK-Based entrepreneurs
17	18	19	20	21	22	23	24
Entrepreneur Project: Risks, rewards, characteristics of entrepreneurs, skills of entrepreneurs		BTEC Component 1: Exploring Enterprise: What is an enterprise? Types and characteristics, Purpose, ownership and skills and mind-set					
							C1.LA1 First Draft
Independence, Literacy		Expression, literacy, Independence					
Research 3 UK-Based entrepreneurs							
25	26	27	28	29	30	31	32
BTEC Component 1: Exploring Enterprise: What is an enterprise? Types and characteristics, Purpose, ownership and skills and mind-set				BTEC Component 1: Exploring Enterprises. Explore how market research helps enterprises to meet customer needs and understand competitor behaviour			
			C1.LA1 Resubmission				C1 LAB. First Draft Deadline
Expression, literacy, Independence				Enquiry, Independence			
		C1.LA1 Corrections					
33	34	35	36	37	38	39	
BTEC Component 1: Exploring Enterprises. Explore how market research helps enterprises to meet customer needs and understand competitor behaviour			BTEC Component 1: Exploring Enterprise. Investigate the factors that contribute to the success of an enterprise				
		C1 LAB. Resubmission Deadline					C1 LA C First Draft Deadline
Enquiry, Independence			Enquiry, Independence				
	C1 LAB Corrections			Investigate 1 successful and 1 unsuccessful enterprise			

<b>Year 9 DT</b>	<i>Curriculum Aims – To embed the three core skills of Design Technology; Creativity, Craftsmanship and Computer Aided Design. It is also important that in year 9 students learn how to work in an independent way, making design decisions and recording their process as they progress as this is vital in their final Non-Examined Assessment (NEA).</i>
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1	2	3	4	5	6	7	8
<b>Health and Safety Project</b>	<b>Creativity (Movie Prop) Project</b> – Design and make an accurate replica prop from a movie of the students choice.						
<b>Attitudes</b> – consistency, cooperation	<b>Attitudes</b> – creativity, commitment, cooperation						
<b>Skills</b> – Risk Assessment, PPE.	<b>Skills</b> – Craftsmanship, Difficulty and Accuracy. Assessed on completion of project.						
<b>Knowledge</b> – COSHH, Signs.	<b>Knowledge</b> – Equipment, Materials (Metals) and History (Design Movements). Assessed through online assessments as homework.						

9	10	11	12	13	14	15	16
<b>Creativity (Movie Props) Project – Continued.</b>			<b>Computer Aided Design (Architecture) Project</b> – A number of aspects covered in this project including the visualisation of their architectural designs including 2 point perspective, isometric, 2D CAD, card modelling and 3D CAD through PTC Creo and Strata. They will have drawings, card prototypes of the outside, an internal decorated room and a 3D printed model.				
			<b>Attitudes</b> – Curiosity, consistency, commitment, creativity				
			<b>Skills</b> – Visualisation, Accuracy, Computer Aided Design.				
			<b>Knowledge</b> – History (Design Movements), Processes (Drawing Styles), Maths (Loads).				

17	18	19	20	21	22	23	24
<b>Computer Aided Design (Architecture) Project – Continued.</b>				<b>Craftsmanship (Gramophone) Project</b> – This project is aimed at giving students the opportunity to work on their skill levels with wood and their overall craftsmanship. They will undertake a focussed practical task to manufacture a speaker project including an upcycled speaker housing made from an old LP record, a soldered electrical component and a hand made wooden storage element.			
				<b>Attitudes</b> – Consistency, commitment, cooperation			
				<b>Skills</b> – Accuracy, Craftsmanship and Electricity.			
				<b>Knowledge</b> – History (Product Evolution), Science (Electricity), Materials (Timbers).			

25	26	27	28	29	30	31	32
Craftsmanship Project – Continued.							

33	34	35	36	37	38	39
<b>Re-Design Project</b> – Bringing all aspects of the course into one project to explore the aspects of design needed for their NEA in Yr11. Students will bring in a small household object of their choice and redesign it using the creativity, CAD, Craftsmanship and card modelling learnt throughout the year.						
<b>Attitudes</b> – Curiosity, creativity, commitment						
<b>Skills</b> – Creativity, Craftsmanship, Modelling						
<b>Knowledge</b> – Processes (Scales of Production), Maths (Production costs), Materials (Plastics).						

# Year 9 Food Preparation and Nutrition

In Year 9 you will start the **Food Preparation and Nutrition AQA GCSE**, gaining knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. We will cover practical skills and knowledge which cover five key areas: food nutrition and health; food science; food safety; food choice; and food provenance. Food preparation skills have been integrated throughout the course to cover 12 skill groups. Projects have been designed to start in Year 9 and continue through Year 10 to cover the course content. In Year 11 the NEA tasks take place. The GCSE course covers 12 practical skills which will be developed through each project. Y 10 have more complex skills so that students are able to access the top mark bands in their NEA 2. **The skills are S1: GENERAL PRACTICAL SKILLS, S2: KNIFE SKILLS, S3: PREPARATION OF FRUIT AND VEGETABLES, S4: USE OF THE COOKER, S5: USE OF EQUIPMENT, S6: COOKING METHODS, S7: PREPARE, COMBINE, AND SHAPE, S8: SAUCE MAKING, S9: TENDERISE AND MARINATE, S10: DOUGH, S11: RAISING AGENTS, S12: SETTING MIXTURES.**

1	2	3	4	5	6	7	8
<b>Health and safety –</b> You will refer to GCSE text and complete theoretical pages.  <b>There are homework booklets for each project and 1 page per week is done and submitted on the 1<sup>st</sup> lesson of the week whether it is a single or double.</b>	<b>APPLE PROJECT</b> You will learn to make a variety of apple dishes (in season at this time) and will see how the functions and properties of ingredients work. <b>Knowledge</b> of food provenance, cooking methods, nutritional needs and health and food spoilage and contamination will be covered within this project.  <b>THE KEY ATTITUDES IN THIS PROJECT WILL BE COMMITMENT AND CONSISTENCY</b>	Focused Practical Task (FPT): Eve's pudding FPT: Apple pie	FPT: Pork chop, apple sauce and stuffing FPT: Apple turnovers FPT: Apple chutney and cheese and apple toast.			<b>British and International Cuisine</b> This project looks at how our increasing multicultural society is influencing food choices. Food products from British tradition and other different cuisines are explored. (You will be examined on British and two other cuisines)  <b>THE KEY ATTITUDES IN THIS PROJECT WILL BE CURIOSITY AND COOPERATION</b>	English cottage pie
Food safety, cross contamination, storage/cooking temperatures	A science experiment to see the process of enzymic browning. Organic tasting.	Creaming method Rubbing in	Meat preparation, cooking & heat transfer methods			Food presentation, preservation techniques	British culture; economical cooking
9	10	11	12	13	14	15	16
<b>Knowledge</b> of factors affecting food choice and British and International cuisine are the main topics within this project.			<b>Sweet treats celebrations project.</b> Students will learn the function of carbohydrate in the diet, main sources and the effects of deficiency and excess of carbohydrate in the diet. They will also look at how food choices can be altered / influenced through celebrations e.g. birthday, religious events, Halloween etc <b>THE KEY ATTITUDE IN THIS PROJECT IS CREATIVITY</b>				
British toad in the hole and caramelised onion gravy	Thai green curry (deboning chicken)	Italian lasagne roux sauce AND homemade pasta. Save half meat and freeze for burritos.	<b>Greek Kofta &amp; tzatziki</b>	Chinese chicken chow Mein. (knife skills for vegetables)	Mexican burritos (homemade tortillas)	American brownies	Small cakes sugar investigation



17	18	19	20	21	22	23	24
<b>Knowledge</b> in this project will focus on the functional and chemical properties of food and how ingredients work in recipes. There will be a focus on sugar and the dietary concerns associated with it.			<b>Factors affecting food choice project</b> You need to know that there are many different diets that people follow and what factors influence these. There will be a focus on protein dishes and how to adapt recipes to suit vegetarian and vegan diets, Coeliacs, lactose intolerance, high fibre, reduced sugar, salt and fat, Making meals that reflect the guidelines of the Eatwell guide. Focus on the nutrients provided and life stages. <b>Knowledge</b> gained will be about the different nutrient requirements through the life stages and food allergies, intolerances, special diets and ethical and religious factors affecting food choice. <b>THE KEY ATTITUDES IN THIS PROJECT WILL BE COMMITMENT AND COOPERATION</b>			Nutrition line up activities	
Fish and tartare sauce Decoration and finishing techniques	Swiss roll (whisking; aeration)	Victoria sandwich cake (creaming, chemical raising agent)	Gingerbread men Brandy snaps	Viennese whirls	Nutrition line up activity	Orange and watercress salad. Focus on antioxidants( Vitamins A,C,E)	Lentil curry And rice
25	26	27	28	29	30	31	32
Quinoa salad and chipotle stew PREPARATION FOR THE NEA 2 MOCK; TIME PLANNING AND DISH SELECTION	Burgers	Healthy fish with tartare sauce	Deboned stuffed chicken and lemon sauce.	5 a day pizza for children	Dauphinoise potatoes and vegetable side dishes	<b>Milk and dairy project:</b> In this project you will learn what types of milk and dairy products are available and the fat content of each. You will see what contribution dairy products make to a balanced diet and see how they fit within the eat well guide. <b>Knowledge</b> focus will be learning about calcium and its importance in diet. Processing and food production and food spoilage and contamination will be part of this project too. <b>KEY ATTITUDES IN THIS PROJECT WILL BE CREATIVITY AND COMMITMENT</b>	Chilled cheesecake (cream cheese)
33	34	35	36	37	38	39	
.Baked mini cheesecake (ricotta)	.Panacotta (gelatine and evaporated milk)	NEA 2 MOCK EXAM	Feedback on marking and how to achieve full marks	Trifle (dried milk)	Caramel shortbread (condensed milk)		

# Year 9 Drama

From Year 8 students will bring their knowledge of genre and their practical skills related to studying play texts into year 9. They will develop this knowledge further into the GCSE course. Students will study the Pearson/Edexcel examination framework. Students in year 9 will cover the 3 components required at GCSE at a basic level to help bridge the gap between KS3 & KS4. Students will devise drama, study and perform play texts, explore technical theatre and complete written coursework and a written mock examination in preparation for year 11. Year 9 is not a formally assessed GCSE Year.

1	2	3	4	5	6	7	8
<b>Let Him Have it – Component 1 – Exploring Performance</b> “Students explore a real life crime and learn to devise drama based upon it.” <b>Key Terms:</b> Devising, Hot-seating, Marking the Moment, Abstract, Role-Play							
<i>Intro to GCSE Drama</i>	<i>The Psychology of Guilt</i>	<i>Newspaper Article</i>	<i>First Meetings</i>	<i>Given Circumstances</i>	<i>Family</i>	<i>Epilepsy 1</i>	<i>Epilepsy 2</i>
Teamwork Enquiry Solving Problems Independence Expression	Teamwork Enquiry Solving Problems Independence Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression
<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>
9	10	11	12	13	14	15	16
<b>Let Him Have it – Component 1 – Devising Performance</b> “Using devising skills learnt in the previous half –term to create a devised assessed performance” <b>Key Terms:</b> Devising, Hot-seating, Marking the Moment, Abstract, Role-Play						<b>The Woman in Black play text – Component 3 Working as an Actor</b>	
<i>Cigarettes</i>	<i>The Famous Film</i>	<i>The Consequences</i>	Practical Assessment in lesson time.			<i>Reading the Play 1</i>	<i>Reading the Play 2</i>
Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Enquiry Independence Literacy	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Enquiry Independence Literacy Expression	Enquiry Independence Literacy Expression
<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	HOMEWORK: Learn any lines or remember your props/costume for your assessment. Attend after school rehearsals for a minimum of 1 hour per week		HOMEWORK: Complete practice coursework.		
17	18	19	20	21	22	23	24
<b>The Woman in Black play text – Component 3 – Working as an actor</b> “Study the play text and understand how to perform as an actor in this genre; in preparation for the C3 written examination” <b>Key Terms:</b> Monologue, Duologue, Language, Scene, Script, Director, Character, Tension				<b>The Woman in Black play text – Component 3 – Working as a designer</b> “Use previous understanding of the text to design appropriately and fully justify in preparation for the C3 written examination” <b>Key Terms:</b> Set, Lighting, Sound, Costume, Directing, Designer			
<i>The Characters</i>	<i>Suspending Belief</i>	<i>Fear &amp; Tension</i>	<i>Arthur Kipps’ Life</i>	<i>Staging &amp; Directing</i>	<i>Audience &amp; Sound</i>	<i>Costume &amp; Symbolism</i>	<i>Set &amp; Props</i>
Teamwork Enquiry Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression
<i>HOMEWORK: Students this half term will explore and begin to prepare for approaching the C3 written examination from an ACTORS perspective.</i>				<i>HOMEWORK: Students this half term will explore and begin to prepare for approaching the C3 written examination from a DESIGNERS perspective.</i>			

25	26	27	28	29	30	31	32
The Woman in Black play text – Component 3 – Working as a designer		‘Teechers’ by John Godber – Component 2 “Studying the play from a performance perspective” Key Terms: Plot, Multi-Role-Play, Gestus, Characterisation, Facial Expression, Movement, Gesture					
Lighting	Prep for written mock	Reading & Analysing 1	Reading and Analysing 2	Multi-Role-Play	Salty, Gail & Hobby	Mr Nixon & Oggy Moxon	Teachers
Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Enquiry Solving Problems Independence Literacy Expression	Enquiry Independence Literacy Expression	Enquiry Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression
Students will sit a mock examination near this time.		HOMEWORK: A variety of tasks for students to complete based around the play text and working as an actor.					
33	34	35	36	37	38	39	
‘Teechers’ by John Godber – Component 2 “Studying the play from a performance perspective” Key Terms: Plot, Multi-Role-Play, Gestus, Characterisation, Facial Expression, Movement, Gesture			‘Teechers’ by John Godber – Component 2 - Assessment “Understanding how to put on a production” Key Terms: Plot, Action, Rehearsal, Director, Staging, Production, Audience, Performance				
The Drama Class	End of Term	The Future	End of Year Practical Assessment: Students will create a practical performance which will be graded against the GCSE Criteria				
Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	Teamwork Enquiry Numeracy Solving Problems Independence Literacy Expression	
HOMEWORK: A variety of tasks for students to complete based around the play text and working as an actor.			HOMEWORK: At least 1 hour of group practical rehearsal per week outside of lesson time.			Homework: Drama Take Away Menu.	

# Year 9 English

Curriculum aims: In Year 8 you explored a range of poetry, prose, drama and non-fiction from across time, learning about your role as a reader, writer and speaker. Year 9 is a bridging year between Key Stage 3 and Key Stage 4. You will study a range of English Language and Literature topics, practising the reading, writing and spoken language skills needed for GCSE English.

1	2	3	4	5	6	7	8
Autumn 1: An Introduction to Gothic Horror (an exploration of genre conventions and key texts)							
Keywords: gothic horror / supernatural / science / enlightenment / doppelganger / uncanny							
Attitudes and Skills: Enquiry, Literacy and Expression							
		Formative Assessment: Writing task – descriptive/narrative writing in the gothic style			Key Assessment 1: Reading Task - GCSE English Language Paper 1 Q4 style analysis of an unseen extract from a Gothic Horror text		
9	10	11	12	13	14	15	16
Autumn 2: Shakespeare Study (Much Ado About Nothing, A Midsummer Night’s Dream, The Tempest or The Merchant of Venice)							Spring 1
Keywords: Stagecraft / dramatic irony / soliloquy / dialogue / protagonist / antagonist / juxtaposition							
Attitudes and Skills: Enquiry, Literacy and Expression							
		Formative Assessment: Writing task – re-creative writing		Key Assessment 2: Reading task - GCSE English Literature Paper 1 style extract based question on set text			
17	18	19	20	21	22	23	24
An Introduction to GCSE Poetry (Moon on the Tides)					Spring 2: Modern Play (e.g. DNA, The Crucible or Blood		
Keywords: Language / structure / form / viewpoint / perspective					Keywords: Playwright / stage directions / monologue /		
Attitudes and Skills: Enquiry, Literacy and Expression					Attitudes and skills: Enquiry, Literacy and Expression		
Formative Assessment: Writing task – e.g. text transformation task (poetry to prose)		Key Assessment 3: Reading task – GCSE English Literature Paper 2 style comparison of ideas in two studied poems				Formative Assessment: Writing task – re-creative writing	
25	26	27	28	29	30	31	32
Brothers)			Summer 1: Modern novel (e.g. Of Mice and Men, Heroes, To Kill a Mockingbird)				
foreshadowing / context			Keywords: Character / setting / linguistic features / symbolism / narrative structure				
			Attitudes and skills: Enquiry, Literacy, Expression				
Key Assessment 4: GCSE English Literature Paper 2 style question on set text					Formative Assessment: Writing task – re-creative writing		
33	34	35	36	37	38	39	
Summer 2: Modern novel cont.		Points of View (Spoken Language Study)					
		Keywords: Rhetoric / oration / DAFOREST / pronouns / imperative verbs / modal verbs					
		Attitudes and Skills: Literacy and Expression					
Key Assessment 5: GCSE English Literature Paper 1 style extract based question		Formative Assessment: Discursive writing task (letter or speech)			Key Assessment 6: Spoken Language Presentation		

<p><b>Year 9</b></p> <p><b>Film</b></p>	<p><b>What you will learn:</b> How to analyse a range of film genres and movements using technical elements of film form.</p> <p><b>What you will achieve:</b> You will complete several creative projects such as a screenplay and a short film project.</p> <p><b>Preparation for next year:</b> You will be introduced to the key areas of film form, context and audiences which are key assessment objectives from the GCSE spec. In addition, you will be working across film genres and movements similar to those used for your GCSE in year 10. Finally, you will create several practical projects similar to those used for your GCSE coursework.</p>
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1	2	3	4	5	6	7	8
<b>Autumn 1: Intro to Film Analysis and Contemporary UK Film (Skyfall)</b>							
<b>Vocabulary:</b> Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.							
<b>Assessment:</b> A short exam style essay analysing a key scene. (SAMs Component 2 Question 3)							
<b>Home learning:</b> Additional enrichment films set to view and analyse. Research Bond franchise.							
<b>Attitudes and Skills:</b> Curiosity, Creativity, Expression, Enquiry, Independence.							

9	10	11	12	13	14	15	16
<b>Autumn 2: Global Film (Spirited Away)</b>							
<b>Vocabulary:</b> Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.							
<b>Assessment:</b> A short exam style essay analysing a key scene. (SAMs Component 2 Question 2)							
<b>Home learning:</b> Research Japanese culture and view and analyse other Studio Ghibli films.							
<b>Attitudes and Skills:</b> Curiosity, Creativity, Expression, Enquiry, Independence.							

17	18	19	20	21	22	23	24
<b>Spring 1: Intro to Practical Skills (Screenwriting).</b>							
<b>Vocabulary:</b> Scene heading / slugline, action / scene description, dialogue, parentheticals, extensions.							
<b>Assessment:</b> A Screenplay Length = approx. 800 – 1000.							
<b>Home learning:</b> Ideas generating tasks, film viewing and research to support your screenplay.							
<b>Attitudes and Skills:</b> Curiosity, Creativity, Commitment, Expression, Independence, Solving Problems.							

25	26	27	28	29	30	31	32
<b>Spring 2: US Indie Film (Juno)</b>			<b>Summer 1: History of Hollywood (Intro to Component 1 Section A and B). (Possible films for study: King Solomon's Mines &amp; Raiders of the Lost Ark, Singing in the Rain &amp; Grease, Rear Window &amp; Witness)</b>				
<b>Vocabulary:</b> Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.			<b>Vocabulary:</b> Studio system, vertical integration, stars, Classic and New Hollywood.				
<b>Assessment:</b> A short exam style essay analysing a key scene. (SAMs Component 1 Question 5)			<b>Assessment:</b> A presentation on either: Hollywood context, film technology or a classic or new Hollywood film / directory of your choice.				
<b>Home learning:</b> Research, view and analyse teen genre films.			<b>Home learning:</b> Research, view and analyse landmark films from the history of Hollywood.				
<b>Attitudes and Skills:</b> Curiosity, Creativity, Commitment, Expression, Independence, Solving Problems.			<b>Attitude and Skills:</b> Curiosity, Creativity, Expression, Enquiry, Independence.				

33	34	35	36	37	38	39
<b>Summer 2: Intro to Practical Skills (Filming Project, linked to Crime Drama Genre and Rear Window &amp; Witness)</b>						
<b>Vocabulary:</b> Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.						
<b>Assessment:</b> A 1 – 3 minute genre based film extract.						
<b>Home learning:</b> Ideas generating tasks, film viewing and research relevant to project. Planning, filming and editing film.						
<b>Attitudes and Skills:</b> Curiosity, Creativity, Commitment, Expression, Teamwork, Solving Problems.						

<h1>Year 9 Media</h1>	<p><b>What you will learn:</b> How to analyse language and representation in a variety of media products. About how media industries make products and how they categorise the audiences who consume them.</p> <p><b>What you will achieve:</b> You will complete several creative projects and produce your own Products. In addition, you will practise how to complete written analysis of different media projects.</p> <p><b>Preparation for next year:</b> You will be introduced to the different types of products analysed in media exams and practise the creative skills used for coursework.</p>
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**Preparation for next year:** You will be introduced to the different types of products analysed in media exams and practise the creative skills used for coursework.

1	2	3	4	5	6	7	8
<b>Autumn 1: Advertising and Marketing.</b>							
<b>Vocabulary:</b> Conventions, logo, slogan, target audiences.							
<b>Written Assessment:</b> Component 1 Section A Question 1 style exam question: How does the advert uses language, images and layout to create meanings?							
<b>Home learning:</b> Research and find examples of effective advertising campaigns.							
<b>Attitudes and Skills:</b> Commitment, Curiosity, Creativity, Expression.							
9	10	11	12	13	14	15	16
<b>Autumn 2: Photography.</b>							
<b>Vocabulary:</b> Rule of Thirds, mise en scène, focus, composition, depth of field.							
<b>Practical Assessment:</b> Portfolio of your photography research and your own photographs.							
<b>Home learning:</b> Researching photographers and examples of their work. Taking own photos in different locations.							
<b>Attitudes and Skills:</b> Curiosity, Creativity, Expression, Independence.							
17	18	19	20	21	22	23	24
<b>Spring 1: Music Videos and online media (Taylor Swift and Bruno Mars)</b>							
<b>Vocabulary:</b> Image, text, layout, conventions.							
<b>Written Assessment:</b> Component 2 Section B exam style exam question: How does the Taylor Swift / Bruno Mars music video represent gender or race?							
<b>Home learning:</b> Researching music videos and online presence of a pop music artist.							
<b>Attitude and Skills:</b> Commitment, Curiosity, Expression, Independence.							
25	26	27	28	29	30	31	32
<b>Spring 2: News (The Sun and The Guardian)</b>			<b>Summer 1: TV Genres (Crime Drama and Sit Coms)</b>				
<b>Vocabulary:</b> Hard and soft news, left wing, right wing.			<b>Vocabulary:</b> Camera shot types, editing techniques, diegetic / non-diegetic sound, mise en scène.				
<b>Practical Assessment:</b> Production of a news article, website or TV news show.			<b>Written Assessment:</b> Component 2 Section A Question 1 style exam question: How are crime drama / sit com conventions presented in the extract?				
<b>Home learning:</b> Reading and watching news from a variety of sources.			<b>Home learning:</b> Researching and viewing a variety of TV show genres.				
<b>Attitudes and Skills:</b> Creativity, Expression, Teamwork.			<b>Attitudes and Skills:</b> Commitment, Curiosity, Expression, Independence.				
33	34	35	36	37	38	39	
<b>Summer 2: Creative Project / NEA Practice</b>							
<b>Vocabulary:</b> Brief, statement of aims, conventions, representations.							
<b>Practical Assessment:</b> Brief 1 - Create a DVD/Blu-ray front and back cover (including a spine) and a DVD release poster for a new sitcom or crime drama television programme. Brief 2 - Create a functioning homepage and one other linked page for a website for a new sitcom or crime drama television programme.							
<b>Home learning:</b> Researching, drafting, taking photos for and editing their product.							
<b>Attitudes and Skills:</b> Curiosity, Creativity, Expression, Independence.							

# Year 9 Geography

In Year 7 and 8 you will have learnt how to:

- Describe and explain differences between countries, developed an understanding of some of the natural and human processes that affect the planet, gained some knowledge relating to different places and learnt how to use a range of geographical skills.

Topic areas covered at KS3 include population, resources, hazards, coasts, rivers and urbanisation which all feature in GCSE Geography

1	2	3	4	5	6	7	8
<b>Knowledge: Unit 1: Transitional Skills</b> Basic map reading skills such as grid references, scale and distance contours longitude and latitude, and use of OS Maps, location of key UK places, photo analysis, making and describing various types of graphs, drawing diagrams and sketch maps, exam command words. Reading and drawing cross profiles, and revision techniques. <b>Key Vocabulary:</b> Describe, explain, economic, cultural, social, political, analysis							
<b>Skills:</b> Map reading skills (Grid references, scale, measuring distance and OS Map analysis), Graph skills (Making various types of graphs, describing various types of graphs), Exam skills (Exam command words, describing, explaining, mark schemes and revision).							
<b>Attitudes:</b> Curiosity, commitment, consistency							
<b>Assessment:</b> Knowledge Check 1 on Lesson 9 – Week 4, testing knowledge from lessons 1-8 (Peer assessment and reference to ASK Tracker: Knowledge Section) Geographical Applications 1 on Lesson 14 – Week 6 (Assessment marked by teacher with grade 1-9 through ASK Tracker: Skills section) , Knowledge Check 2 on Lesson 22 – Week 8, testing knowledge from lessons 15 to 21 (Peer assessment and reference to ASK Tracker: Knowledge Section)							
<b>Homework:</b> Key Skills worksheets after each corresponding lesson, practising a new revision technique for each Knowledge Check.							
9	10	11	12	13	14	15	16
<b>Knowledge: Unit 2: Physical Landscapes of the UK Rivers</b> Journey of a river from the source to mouth, understanding how a river changes throughout, landforms created by a river through erosion and deposition, flooding, reason for flooding, hydrographs and river management, hydrographs and flooding, UK River example such as the River Tees, and UK River management example such as Banbury Floods. <b>Key Vocabulary:</b> Geology, erosion, river, management, transport, deposition and landforms.							
<b>Skills:</b> Photo analysis, creation of diagrams, labels and annotations, evaluation of management strategies.							
<b>Attitudes:</b> Creativity, co-operation, consistency, commitment.							
<b>Assessment:</b> Knowledge Check 3 on Lesson 5 – Week 10, testing knowledge from lessons 1-4 (Peer assessment and reference to ASK Tracker: Knowledge Section) Geographical Applications 2 on Lesson 11 – Week 13 (Assessment marked by teacher with grade 1-9 through ASK Tracker: Skills section) , Knowledge Check 4 on Lesson 21 – Week 16 testing knowledge from lessons 14 to 21 (Peer assessment and reference to ASK Tracker: Knowledge Section)							
<b>Homework:</b> Exam Question Planning, Article reading and analysis as examples, watching documentaries to supplement knowledge.							

17	18	19	20	21	22	23	24
<b>Knowledge: Unit 2: Physical Landscapes of the UK Coasts</b> Types of rocks, erosional processes, weathering and mass movement, depositional and erosional features of the coast and managing the coast. Example of a UK coastline such as Jurassic Coast in Dorset and a coastal management example of Lyme Regis. <b>Key Vocabulary:</b> Geology, erosion, river, management, transport, deposition and landforms. <b>Skills:</b> Photo analysis, creation of diagrams, labels and annotations, evaluation of management strategies. <b>Attitudes:</b> Creativity, co-operation, consistency, commitment. <b>Assessment:</b> Knowledge Check 5 on Lesson 6 – Week 18, testing knowledge from lessons 1-5 (Peer assessment and reference to ASK Tracker: Knowledge Section) Geographical Applications 3 on Lesson 11 – Week 20 (Assessment marked by teacher with grade 1-9 through ASK Tracker: Skills section) , Knowledge Check 6 on Lesson 21 – Week 24 testing knowledge from lessons 15 to 21 (Peer assessment and reference to ASK Tracker: Knowledge Section) <b>Homework:</b> Exam Question Planning, Article reading and analysis as examples, watching documentaries to supplement knowledge.							
25	26	27	28	29	30	31	32
<b>Knowledge: Unit 3: Urban Issues and Challenges</b> Theory of City growth and planning through urbanisation, suburbanisation, urban sprawl etc, idea of mega cities and how cities vary amongst the world. Rest of the unit will focus on two case studies of Rio de Janeiro and Birmingham, examining the urban opportunities and challenges that residents of these cities face. Judgement of how cities can and should be come sustainable. What issues face the city for their economy, people and environment, as well as how the cities can overcome the problems of money, people and the environment. How did the Olympics impact Favelas in Rio as well as an example of urban regeneration in the UK. <b>Keywords:</b> Urbanisation, social, economic, environmental, challenges, opportunities, solutions, favelas, regeneration, urban sprawl, derelict <b>Skills:</b> Categorising of information, quantifying success of policies within cities. <b>Attitudes:</b> Creativity, co-operation, consistency, commitment. <b>Assessment:</b> Knowledge Check 7 on Lesson 5 – Week 26, testing knowledge from lessons 1-4 (Peer assessment and reference to ASK Tracker: Knowledge Section) Geographical Applications 4 on Lesson 12 – Week 29 (Assessment marked by teacher with grade 1-9 through ASK Tracker: Skills section) , Knowledge Check 8 on Lesson 26 – Week 33 testing knowledge from lessons 15 to 25 (Peer assessment and reference to ASK Tracker: Knowledge Section) <b>Homework:</b> Exam Question Planning, Article reading and analysis as examples, watching documentaries to supplement knowledge.							
33	34	35	36	37	38	39	
	<b>Knowledge: Fieldwork</b> Trip for Students to practice fieldwork skills and add knowledge to unit 3. <b>Keywords:</b> Field Sketch, Survey, Environmental Quality <b>Skills:</b> Fieldwork Skills <b>Attitudes:</b> Co-operation, creativity <b>Assessment:</b> Students to collect data to answer an enquiry-based question at the end of the unit through examination of results. <b>Homework:</b> Complete enquiry.			<b>Knowledge: Exam Preparation</b> Creation of revision materials, target setting for year 10. <b>Key Vocabulary:</b> Describe, explain, economic, cultural, social, political, analysis <b>Skills:</b> Revision skills, exam technique, target setting. <b>Attitudes:</b> Creativity, co-operation, consistency, commitment. <b>Assessment:</b> Year 9 Mock Exam <b>Homework:</b> Revision for end of year exam using preferred techniques.			



<b>Year 9 History</b>	Starting your GCSE journey with a thematic study. In Year 8 you will have learnt how to work with more complex historical sources and use them and other evidence to answer enquiry questions
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<b>Year 9 History</b>	Starting your GCSE journey with a thematic study. In Year 8 you will have learnt how to work with more complex historical sources and use them and other evidence to answer enquiry questions
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1	2	3	4	5	6	7	8
GCSE Bridging Unit: <b>ASK sheet: The World Wars</b> – WW1: origins, the Western Front, end of the war, Treaty of Versailles; WW2 - origins, the Battle of Britain, Home Front, D-Day, the Holocaust, the atomic bomb							
Assessment: Trench warfare source work; Atomic bomb essay; End of Unit Knowledge Test							
Homework: Homework booklet tasks							
<b>TENSILE:</b> Literacy		<b>ASK:</b> Curiosity/Literacy/Source analysis/Interpretations					

9	10	11	12	13	14	15	16
<b>GCSE Content</b> <b><u>Paper 2 Section A:</u></b> <b><u>Britain: Health &amp; the People</u></b>	<b>ASK sheet: Britain: Health and the People</b> Part One: Medicine Stands Still – legacy of the ancient world, medieval medicine, religion, public health Assessment: GCSE practice questions; End of Unit Knowledge Test						
	Homework: completing tasks in work booklet and revision for assessments						
	<b>TENSILE:</b> Literacy <b>ASK:</b> Commitment, source evaluation, significance, comparing events, factors						

17	18	19	20	21	22	23	24
<b>ASK sheet: Britain: Health and the People</b> Part Two: The Beginnings of Change – Church, the Plague, Jenner, vaccination							
Assessment: GCSE practice questions; End of Unit Knowledge Test							
Homework: completing tasks in work booklet and revision for assessments							
<b>TENSILE:</b> Literacy	<b>ASK:</b> Commitment, source evaluation, significance, comparing events, factors						

25	26	27	28	29	30	31	32
<b>ASK sheet: Britain: Health and the People.</b> Part Three: A Revolution in Medicine – Surgery, Pasteur, Lister, cholera, 19 <sup>th</sup> Century, public health Assessment: GCSE practice questions; End of Unit Knowledge Test & Mock Exam Homework: completing tasks in work booklet and revision for assessments <b>TENSILE:</b> Literacy <b>ASK:</b> Commitment, source evaluation, significance, comparing events, factors							

33	34	35	36	37	38	39	40
<b>ASK sheet: Britain: Health and the People</b> Part Four: Modern Medicine – Penicillin, antibiotics, war, NHS, modern surgery							
Assessment: GCSE practice questions; End of Unit Knowledge Test							
Homework: completing tasks in work booklet and revision for assessments							
<b>TENSILE:</b> Literacy		<b>ASK:</b> Commitment, source evaluation, significance, comparing events, factors					

# Year 9 Horizons

Students will be brand new to the course and the overall goal will be to raise self-awareness, self-esteem, confidence and learning behaviours. Students will build on soft skills that they have learnt from within other curriculum areas around the school including P.E, Life Skills, English and Maths. Students will throughout the year have different opportunities to build on skills and will complete the Sports Leaders Level 2 award in Leadership Skills where they will lead other students in an English, Maths and Science session. Students will also complete the first unit of their Princes Trust qualification, which will build on Team work and Interpersonal and self-management skills.

1	2	3	4	5	6	7	8
<b>Team Building and Team work Skills-</b> Self-Management, Self-Belief, Communication, Teamwork, Problem Solving <b>Assessment:-</b> Self assessment for each lesson rating their own skill set from 1-10. <b>Skills</b> Communication and Creativity <b>Attitude-</b> Self – Management, Solving Problems			<b>Team Building Session taken by APH to introduce Princes Trust Award</b> <b>TW 1:1, 1:2, 1:3 3:2 3:3</b>	<b>Individual progress and reflection week.</b> <b>Goal setting, behaviour tracking, catch up. Teacher 1-2-1s.</b>	<b>Princes Trust Teamwork and Interpersonal and Self-Management Building Basic Skills-</b> Time Management, Body Language, Managing emotions, Communication, Teamwork, Leadership, Stress management <b>Assessment- Princes Trust TW 1:1 1:2 1:3 2:1 2:2 2:3 2:4</b> <b>IP+SMS 1:1 1:2 1:3 2:1 2:2 2:3 2:4</b> <b>Skills- Teamwork and Solving Problems</b> <b>Attitude- Curiosity and Solving Problems</b>		
9	10	11	12	13	14	15	16
Half term 1 reflection. Goal setting and teacher 1-2-1s on progress etc Mindfulness etc	<b>Homework-</b> Students can complete parts of their booklets and make improvements on marking that has been completed either peer or teacher assessed.		<b>Individual Activity Week</b> <b>PT TW 2.1</b>	<b>Assessment- Princes Trust TW 1:1 1:2 1:3 2:1 2:2 2:3 2:4</b> <b>IP+SMS 1:1 1:2 1:3 2:1 2:2 2:3 2:4</b> Completion of criteria		<b>Individual progress and reflection week.</b> <b>Goal setting, behaviour tracking, catch up. Teacher 1-2-1s.</b>	Half term 2 reflection. Goal setting and teacher 1-2-1s on progress etc (Mindfulness, etc)
17	18	19	20	21	22	23	24
<b>Princes Trust Teamwork and Interpersonal and Self-Management-</b> Feedback, Managing Behaviour, Conflict Resolution, Working and preparing as a team, self-evaluation, peer assessment <b>Assessment- Princes Trust TW 3:1 3:2 3:3 3:4 3:5 4:1 4:2 4:3</b> <b>IP+SMS 3:1 3:2 4:1 4:2</b> <b>Skills- Independence</b> <b>Attitude- Expression and Co-Operation</b> <b>Homework-</b> Completion of booklets ready for hand in at end of unit				<b>Individual progress and reflection week.</b> <b>Goal setting, behaviour tracking, catch up. Teacher 1-2-1s. (work completion)</b>	<b>Sports Leaders Level 2 Award in Leadership Skills-</b> Leadership skills and behaviours and English Lesson Planning delivery <b>Assessment- Task 1 Unit 1</b>  <b>Skills- Literacy and Numeracy</b> <b>Attitude- Creativity and Communication</b>		
25	26	27	28	29	30	31	32
	<b>English Lesson Plan Delivery</b>  <b>Task 2</b>	<b>Sports Leaders Level 2 Award in Leadership Skills</b>  <b>Maths lesson planning and Delivery</b> <b>Assessment- Task 2 Unit 2</b>			<b>Individual progress and reflection week.</b> <b>Goal setting, behaviour tracking, catch up. Teacher 1-2-1s. (work completion)</b>	<b>Maths Lesson Plan Delivery</b>  <b>Task 2</b>	<b>Sports Leaders Level 2 Award In Leadership Skills</b>  <b>Skills- Enquiry and Expression</b>

33	34	35	36	37	38	39
Science lesson planning and Delivery Assessment- Task 2 Unit 2		Science Plan Delivery	Sports Leader Level 2 Award in Leadership Skills Evaluating Performance and delivering own interests.			Catch Up and Reflection
Attitude- Consistency and Curiosity		Task 2	Task 3 Unit 2 R-Routines Skills- Enquiry and Independence Attitude- Co-Operation-Communication			

# Year 9 Computer Science

*This year you will build on your knowledge of text based programming by learning how to use Python. As you learn about the practical side of programming, you will be introduced to the theory behind computer science in preparation for the final exams in year 11. We will cover a range of skills and knowledge including understanding how the computer understands our instructions using binary, how sound and images are stored and compressed. You will have experience of planning, creating and testing a program that will meet the needs of a specified user. Toward the end of the year you will be working on an extended project to enable you to develop your independent planning, programming and thinking skills.*

1		2		3		4		5		6		7		8	
Identifying Instruction sets		Introduction to hardware		Introduction to Python		Simple programs		If statements and loops				Random and Print options			
								Assessment Task Harry's Holiday							
Hardware				Sequencing instructions Strings		Data Types		Loops		Branching		Random Functions			
9		10		11		12		13		14		15		16	
Simple maths game		For loops				Lists/Arrays		Consolidation activities		Assessment		Manipulating lists			
												Number activities		Assessment Task	
Loops		Loops		Loops		Loops		Loops and lists		For loops and lists					
17		18		19		20		21		22		23		24	
Hardware				Binary and Hex		Sound		Images		Flowcharts and Pseudocode		Compression		Lists adding to and removing from	
		Input and storage		Memory and storage				Sound		Images		Flowcharts and Algorithms		Compression	
25		26		27		28		29		30		31		32	
Append; Remove		2D Arrays Searching and printing				Estate Agent Task				Greenfly Project					
										Year 9 Exams					
Compression		Lists, Arrays, for loops,								Flowcharts; algorithms; list, append, remove, search, while loops					
33		34		35		36		37		38		39			
Mock coursework															
				Practice assessment tasks											
Flowcharts; TDD; lists; loops; testing															

<h2>Year 9 Creative iMedia</h2>	<p>In Year 8 you will have learnt how to create websites, use spreadsheets, use databases and program a computer to solve a problem. This is an option choice. Students will have basic skills in Word, Excel, PowerPoint and Access. You will have used photo editing software and WebPlus as part of the KS3 Curriculum</p>
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<h2>Year 9 Creative iMedia</h2>	<p>In Year 8 you will have learnt how to create websites, use spreadsheets, use databases and program a computer to solve a problem. This is an option choice. Students will have basic skills in Word, Excel, PowerPoint and Access. You will have used photo editing software and WebPlus as part of the KS3 Curriculum</p>
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1	2	3	4	5	6	7	8
Tools for Success							
Word Processing skills for presenting information		Photoshop Skills					Assessment Photoshop Skills
9	10	11	12	13	14	15	16
Planning Tools							Websites
Planning skills and client requirements		Planning: Work plans and mind maps		Planning: Visualisation Diagrams	Using planning tools to create solutions		Software Skills
17	18	19	20	21	22	23	24
Websites					Planning Tools		
Client Needs	Legislation Planning and test plans	Create Website		Evaluation	Mind Maps	Moodboards	Visualisation Diagrams
25	26	27	28	29	30	31	32
Planning Tools		Comic Strips					
Storyboards	Scripts	Explore Comics and Comic books	Explore the creation of comics				
33	34	35	36	37	38		
Comics	End of year project						
Assessment							

# Year 9 IT

In Year 8 you will have learnt how to create websites, develop spreadsheets, databases and program a solution to a problem using Small Basic. This is an option choice where you will learn more advanced skills on presenting data, spreadsheets and databases as well as the key theory required for the OCR IT qualification.

1	2	3	4	5	6	7	8
Word Processing skills with an assessment at the end					Word Processing Assessment	Presentation Skills	
					<b>Assessed Task</b>	<b>Assessed Task</b>	
9	10	11	12	13	14	15	16
Presentation Skills		Presentation Assessment	HTML and Websites		HTML Assessment		Data Collection concepts
		Assessed Task			Assessed Task		
Data Dictionary for a friend Database							
17	18	19	20	21	22	23	24
Data Collection concepts	Database Skills inc relational databases			Database Assessment	Mail Merge		
				Assessed Task			
25	26	27	28	29	30	31	32
Database 2 and mail merge assessment		Spreadsheets					Spreadsheet Assessed Task
Assessed Task							Assessed Task
33	34	35	36	37	38		
Spreadsheet Assessment	Communication Skills inc legal compliance		Integrated Practical assignment based on board set assignments				
Assessed Task							

## Year 9 Lifeskills

Year 9 continues to build on key strands from previous years. Students continue to develop key employability skills such as expression and numeracy through units on Financial/money management and Oracy. Teamwork and problem solving is used in units investigating Crime and aspects of Healthy Living. Students explore the theme of relationships and learn that relationships affect everything we do in our lives, that relationship skills have to be learnt and practiced, making positive relationships and contributing to groups, teams and communities is important. Students learn to assess and manage risks to health, and how to keep themselves and others safe.

**HEALTHY LIVING** students develop an understanding of what healthy means. They will investigate how diet, exercise, hobbies, smoking, BMI and body image all combine to influence lifestyles

**Assessment:** Magazine page

**AS (Not K):** Problem Solving, Teamwork, Independence, Creativity, Co-Operation, Consistency

Self Esteem	This Is Me Dove	Media vs Body Beautiful	Male Body Image	BMI Models	Media Impact On Me	Cosmetic Surgery	Smoking Vaping

**CRIME** students will investigate appropriate behaviours in society and how the law affects us. Students will learn about the court systems that are in place in the UK. They will learn about prisons and investigate whether prisons are necessary.

**Assessment:** essay prose task / end of unit test

**AS (not K):**

Feed The Family	Behaviours	Sentencing	Justice System Be The Judge	YOTS	Civil vs Crown Court	Prison Purpose Prep	Prison Debate

**FINANCES** develop financial planning capability. Students will investigate money and it's relevance as well as test their ability to manage it

**Assessment:** selected tasks

**AS (not K):** Numeracy, Teamwork, Problem Solving, Curiosity

Money Personality	Why Budget Jade	Dangers of Gambling	YGAM ResourcesCourse	Assessments	Make Ends Meet (PayDay)	What's The Difference	Love

<b>SRE</b> is about physical, moral and emotional development. Students will learn about the importance of family life, of stable and loving relationships; respect, love and care. It is also about sexuality and sexual health. Students are encouraged to develop a healthy, mature and responsible attitude towards human relationships and sexual behaviours. Key messages are to make informed choices, to delay and not engage <b>Assessment:</b> Test <b>As (not K):</b> Expression, Curiosity, Co-Operation							
<b>Sexual Advances L8R</b>	<b>RnR in Relation Tampax Video</b>	<b>Your Health Condoms</b>	<b>STIs</b>	<b>Contraception</b>	<b>Sexting</b>	<b>Sexual Orientation</b>	<b>Valuing Diversity</b>

		<b>ORACY:</b> students actively develop their ability to communicate <b>Assessment:</b> N/A <b>As (not K):</b> Expression					
<b>Understand Prevent Extrem</b>	<b>Extremist Groups</b>	<b>What is oracy?</b>	<b>How do I write to argue?</b>	<b>Prepare for a debate</b>	<b>How do I use oracy to win a debate?</b>	<b>Debate</b>	



# Year 9 Mathematics

In Year 8 you will have learnt how to develop problem solving skills using algebra and work on questions in context.

1	2	3	4	5	6	7	8
<b>Autumn 1 - Unit 1:</b> 1) Pythagoras 2) Angles and Parallel Lines							
End of topic Assessment to be completed once content covered					Test content: Unit 1		
9	10	11	12	13	14	15	16
<b>Autumn 2 – Unit 2:</b> 1) Sketching Graphs 2) Simultaneous Equations 3) Construction and Loci							
End of topic Assessment to be completed once content covered						TENSILE Assessment: Nutella	
17	18	19	20	21	22	23	24
<b>Spring 1 – Unit 3:</b> 1) Enlargement 2) Quadratic Sequences 3) Pie Charts				<b>Spring 2 – Unit 4:</b> 1) Statistics 2) Congruency 3) Indices			
End of topic Assessment to be completed once content covered		Test content: Unit 1, 2 and 3					
25	26	27	28	29	30	31	32
		<b>Summer – Unit 5:</b> 1) Introduction to Standard Form 2) Bearings 3) Probability Diagrams					
	TENSILE Assessment: Personal Finance	Mock Exams: Content from all previous units	End of topic Assessment to be completed once content covered				
33	34	35	36	37	38	39	40
<b>Summer 1 – Unit 6:</b> 1) Recurring Decimals 2) Limits 3) Quadratics							
End of topic Assessment to be completed once content covered					Test content: Foundation GCSE Paper		

<h1>Year 9 French</h1>	<p>In Year 9 you will revise key tenses and expand your vocabulary in a number of topic areas.</p> <p>You will become more skilled at approaching comprehension tasks and preparing for speaking and writing tasks.</p> <p>You will start to link the vocabulary and structures from Year 8 to the work you meet in Year 9 and consolidate your knowledge of tenses.</p> <p>You will prepare for the newer topics in Year 10 through gaining confidence in approaching unfamiliar language and learning to be more creative in the language you are able to produce.</p>	
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1	2	3	4	5	6	7	8
Autumn Term 1 – Revision and baseline test		Autumn Term 1 – Theme: Identity and Culture    Module 1: Myself and others <b>Topics studied:</b> family and descriptions, places in town and activities, what makes a good friend, family relationships, arranging to go out, describing a night out with friends, talking about your life when you were younger, role models <b>Key vocabulary for the topic:</b> available on Moodle					
Assessment: baseline test		Assessment: end of module assessment (exam skills as on GCSE paper)					
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry		Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry					
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					
		<b>Online Learning Opportunities:</b> <a href="https://classroom.thenational.academy/lessons/talking-about-friends-part-13-6ngkgd">https://classroom.thenational.academy/lessons/talking-about-friends-part-13-6ngkgd</a> <a href="https://classroom.thenational.academy/lessons/talking-about-friends-part-23-71j3jd">https://classroom.thenational.academy/lessons/talking-about-friends-part-23-71j3jd</a> <a href="https://classroom.thenational.academy/lessons/talking-about-friends-part-33-c4r36d">https://classroom.thenational.academy/lessons/talking-about-friends-part-33-c4r36d</a> <a href="https://classroom.thenational.academy/lessons/talking-about-relationships-part-13-6wvkac">https://classroom.thenational.academy/lessons/talking-about-relationships-part-13-6wvkac</a> <a href="https://classroom.thenational.academy/lessons/talking-about-relationships-part-23-c8w66t">https://classroom.thenational.academy/lessons/talking-about-relationships-part-23-c8w66t</a> <a href="https://classroom.thenational.academy/lessons/talking-about-relationships-part-33-c4v62c">https://classroom.thenational.academy/lessons/talking-about-relationships-part-33-c4v62c</a> <a href="https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-13-70t68r">https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-13-70t68r</a> <a href="https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-23-6nh6ct">https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-23-6nh6ct</a> <a href="https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-33-70v3ar">https://classroom.thenational.academy/lessons/making-arrangements-to-go-out-part-33-70v3ar</a> <a href="https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-13-6gvp6c">https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-13-6gvp6c</a> <a href="https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-23-c8r3cr">https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-23-c8r3cr</a> <a href="https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-33-ccr34t">https://classroom.thenational.academy/lessons/describing-a-night-out-with-friends-part-33-ccr34t</a> <a href="https://classroom.thenational.academy/lessons/understanding-passages-about-past-events-11-68u30c">https://classroom.thenational.academy/lessons/understanding-passages-about-past-events-11-68u30c</a> <a href="https://classroom.thenational.academy/lessons/describing-life-when-i-was-younger-part-12-74rkac">https://classroom.thenational.academy/lessons/describing-life-when-i-was-younger-part-12-74rkac</a> <a href="https://classroom.thenational.academy/lessons/describing-life-when-i-was-younger-part-22-60r64c">https://classroom.thenational.academy/lessons/describing-life-when-i-was-younger-part-22-60r64c</a> <a href="https://classroom.thenational.academy/lessons/talking-about-role-models-part-12-ccupac">https://classroom.thenational.academy/lessons/talking-about-role-models-part-12-ccupac</a> <a href="https://classroom.thenational.academy/lessons/talking-about-role-models-part-22-cmu38t">https://classroom.thenational.academy/lessons/talking-about-role-models-part-22-cmu38t</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zbkjy9q/revision/1">https://www.bbc.co.uk/bitesize/guides/zbkjy9q/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z4jmgwx/revision/1">https://www.bbc.co.uk/bitesize/guides/z4jmgwx/revision/1</a>					

9	10	11	12	13	14	15	16
<b>Autumn Term 2 – Theme: Identity and Culture    Module 2: Free time</b> <b>Topics studied:</b> sport, music, using technology, reading, films and television <b>Key vocabulary for the topic:</b> available on Moodle							
<b>Assessment:</b> end of module test (exam skills as on GCSE paper)							
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry							
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning							
<b>Online Learning Opportunities:</b> <a href="https://classroom.thenational.academy/lessons/talking-about-sports-part-13-6djp2d">https://classroom.thenational.academy/lessons/talking-about-sports-part-13-6djp2d</a> <a href="https://classroom.thenational.academy/lessons/talking-about-sports-part-23-cgrk8c">https://classroom.thenational.academy/lessons/talking-about-sports-part-23-cgrk8c</a> <a href="https://classroom.thenational.academy/lessons/talking-about-sports-part-33-cct6ce">https://classroom.thenational.academy/lessons/talking-about-sports-part-33-cct6ce</a> <a href="https://classroom.thenational.academy/lessons/using-the-internet-part-13-c8u62e">https://classroom.thenational.academy/lessons/using-the-internet-part-13-c8u62e</a> <a href="https://classroom.thenational.academy/lessons/using-the-internet-part-23-6hgked">https://classroom.thenational.academy/lessons/using-the-internet-part-23-6hgked</a> <a href="https://classroom.thenational.academy/lessons/using-the-internet-part-33-ccu32d">https://classroom.thenational.academy/lessons/using-the-internet-part-33-ccu32d</a> <a href="https://classroom.thenational.academy/lessons/talking-about-books-11-6rtp6t">https://classroom.thenational.academy/lessons/talking-about-books-11-6rtp6t</a> <a href="https://classroom.thenational.academy/lessons/talking-about-hobbies-part-12-6cv38t">https://classroom.thenational.academy/lessons/talking-about-hobbies-part-12-6cv38t</a> <a href="https://classroom.thenational.academy/lessons/talking-about-hobbies-part-22-ctk68d">https://classroom.thenational.academy/lessons/talking-about-hobbies-part-22-ctk68d</a> <a href="https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-12-c4tkje">https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-12-c4tkje</a> <a href="https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-22-6tjpaе">https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-22-6tjpaе</a> <a href="https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-13-61h3jc">https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-13-61h3jc</a> <a href="https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-23-chjp4e">https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-23-chjp4e</a> <a href="https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-33-c4r36e">https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-33-c4r36e</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zdmh92p/revision/1">https://www.bbc.co.uk/bitesize/guides/zdmh92p/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zv9wf4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zv9wf4j/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zrw2bdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zrw2bdm/revision/1</a>							

17	18	19	20	21	22	23	24
<b>Spring Term 1 – Theme: Identity and Culture    Module 3: Daily Life at Home</b> <b>Topics studied:</b> food and meals, shopping for clothes, daily life, food for special occasions, using polite language, family celebrations, festivals and traditions <b>Key vocabulary for the topic:</b> available on Moodle					<b>Spring Term 2 – Theme: Identity and Culture    Module 3: Daily Life at Home</b> <b>Topics studied:</b> food and meals, shopping for clothes, daily life, food for special occasions, using polite language, family celebrations, festivals and traditions <b>Key vocabulary for the topic:</b> available on Moodle		
<b>Assessment:</b> speaking assessment					<b>Assessment:</b> end of module test (exam skills as on GCSE paper)		
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry					<b>Key AS</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry		
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		
<b>Online Learning Opportunities:</b> <a href="https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-14-70rpac">https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-14-70rpac</a> <a href="https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-24-68tker">https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-24-68tker</a> <a href="https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-34-60v34d">https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-34-60v34d</a> <a href="https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-44-6cuk6c">https://classroom.thenational.academy/lessons/talk-about-your-daily-routine-part-44-6cuk6c</a> <a href="https://classroom.thenational.academy/lessons/shopping-for-clothes-part-12-68tpcr">https://classroom.thenational.academy/lessons/shopping-for-clothes-part-12-68tpcr</a> <a href="https://classroom.thenational.academy/lessons/shopping-for-clothes-part-22-74ukat">https://classroom.thenational.academy/lessons/shopping-for-clothes-part-22-74ukat</a> <a href="https://classroom.thenational.academy/lessons/shopping-for-food-74r62r">https://classroom.thenational.academy/lessons/shopping-for-food-74r62r</a> <a href="https://classroom.thenational.academy/lessons/describe-festivals-and-traditions-part-12-c9gp2r">https://classroom.thenational.academy/lessons/describe-festivals-and-traditions-part-12-c9gp2r</a> <a href="https://classroom.thenational.academy/lessons/describe-festivals-and-traditions-part-22-cdhk4t">https://classroom.thenational.academy/lessons/describe-festivals-and-traditions-part-22-cdhk4t</a> <a href="https://classroom.thenational.academy/lessons/talk-about-food-at-home-vs-at-special-occasions-part-13-c8wpar">https://classroom.thenational.academy/lessons/talk-about-food-at-home-vs-at-special-occasions-part-13-c8wpar</a> <a href="https://classroom.thenational.academy/lessons/talk-about-food-at-home-vs-at-special-occasions-part-23-c8r3jd">https://classroom.thenational.academy/lessons/talk-about-food-at-home-vs-at-special-occasions-part-23-c8r3jd</a> <a href="https://classroom.thenational.academy/lessons/talk-about-food-at-home-vs-at-special-occasions-part-33-cdj68d">https://classroom.thenational.academy/lessons/talk-about-food-at-home-vs-at-special-occasions-part-33-cdj68d</a> <a href="https://classroom.thenational.academy/lessons/using-polite-language-cnjk2d">https://classroom.thenational.academy/lessons/using-polite-language-cnjk2d</a> <a href="https://classroom.thenational.academy/lessons/congratulations-part-12-68upac">https://classroom.thenational.academy/lessons/congratulations-part-12-68upac</a> <a href="https://classroom.thenational.academy/lessons/congratulations-part-22-70v3ge">https://classroom.thenational.academy/lessons/congratulations-part-22-70v3ge</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z7hfwty/revision/1">https://www.bbc.co.uk/bitesize/guides/z7hfwty/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/znb4t39/revision/1">https://www.bbc.co.uk/bitesize/guides/znb4t39/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zfrkpg8/revision/1">https://www.bbc.co.uk/bitesize/guides/zfrkpg8/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zk2t47h/revision/1">https://www.bbc.co.uk/bitesize/guides/zk2t47h/revision/1</a>					<b>Online Learning Opportunities:</b> As Spring Term 1		

25	26	27	28	29	30	31	32
			<b>Summer Term 1 – Theme: Examination Skills    Speaking Preparation and Grammar</b> <b>Topics studied:</b> tenses, adjectives, prepositions, opinion structures <b>Key vocabulary for the topic:</b> available on Moodle and in booklets				
			<b>Assessment:</b> grammar booklet exercises, speaking preparation booklets				
			<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry				
			<b>Homework:</b> grammar booklet exercises, speaking preparation booklets				
			<b>Online Learning Opportunities:</b> <b>ActiveLearn – Modules 1-3</b>				

33	34	35	36	37	38	39
<b>Summer Term 2 – Theme: Various Modules 1-3 plus Examination Skills practice</b> <b>Topics studied:</b> Revision of topics studied in Modules 1-3 (see above) <b>Key vocabulary for the topic:</b> available on Moodle and in booklets						
<b>Assessment:</b> writing assessment and translation						
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry						
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning						
<b>Online Learning Opportunities:</b> <b>ActiveLearn – Modules 1-3</b>						

<p><b>Year 9</b> <b>German</b></p>	<p>In Year 9 you will revise key tenses and expand your vocabulary in a number of topic areas.          You will become more skilled at approaching comprehension tasks and preparing for speaking and writing tasks.          You will start to link the vocabulary and structures from Year 8 to the work you meet in Year 9 and consolidate your knowledge of tenses.          You will prepare for the newer topics in Year 10 through gaining confidence in approaching unfamiliar language and learning to be more creative in the language you are able to produce</p>
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1	2	3	4	5	6	7	8
<b>Autumn Term 1 – Revision and baseline test</b>		<b>Autumn Term 1 – Theme: School    Module 1: School</b> <b>Topics studied:</b> school subjects, school uniform, school equipment, expectations for the school year, the school day, school rules, the German school system, school exchanges and class trips, success and achievement at school <b>Key vocabulary for the topic:</b> available on Moodle					
<b>Assessment:</b> baseline test		<b>Assessment:</b> end of module assessment (exam skills as on GCSE paper)					
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry		<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry					
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					
		<b>Online Learning Opportunities:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zcmb4j6/revision/1">https://www.bbc.co.uk/bitesize/guides/zcmb4j6/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/ztg2tyc/revision/1">https://www.bbc.co.uk/bitesize/guides/ztg2tyc/revision/1</a> <a href="https://www.linguascope.com/secure/students/intermediate/topic.php?language=german&amp;topic=school">https://www.linguascope.com/secure/students/intermediate/topic.php?language=german&amp;topic=school</a>					
9	10	11	12	13	14	15	16
<b>Autumn Term 2 – Theme: Identity and Culture    Module 2: Free time</b>							
<b>Topics studied:</b> leisure activities, reading habits, music, films and television, sport, celebrations and festivals							
<b>Key vocabulary for the topic:</b> available on Moodle							
<b>Assessment:</b> end of module test (exam skills as on GCSE paper)							
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry							
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning							
<b>Online Learning Opportunities:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zws8qty/revision/1">https://www.bbc.co.uk/bitesize/guides/zws8qty/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zg7vr dm/revision/1">https://www.bbc.co.uk/bitesize/guides/zg7vr dm/revision/1</a>							

17	18	19	20	21	22	23	24
<b>Spring Term 1 – Theme: Identity and Culture    Module 3: Myself and others</b> <b>Topics studied:</b> describing photos, what makes a good friend, relationships, weekend activities, role models, comparing your life as a child with your life now <b>Key vocabulary for the topic:</b> available on Moodle					<b>Spring Term 2 – Theme: Identity and Culture    Module 3: Myself and others</b> <b>Topics studied:</b> describing photos, what makes a good friend, relationships, weekend activities, role models, comparing your life as a child with your life now <b>Key vocabulary for the topic:</b> available on Moodle		
<b>Assessment:</b> speaking assessment					<b>Assessment:</b> end of module test (exam skills as on GCSE paper)		
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry					<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry		
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		
<b>Online Learning Opportunities:</b> <a href="https://classroom.thenational.academy/lessons/describing-people-part-13-6rvk8d">https://classroom.thenational.academy/lessons/describing-people-part-13-6rvk8d</a> <a href="https://classroom.thenational.academy/lessons/describing-people-part-23-cgr64c">https://classroom.thenational.academy/lessons/describing-people-part-23-cgr64c</a> <a href="https://classroom.thenational.academy/lessons/describing-people-part-33-c9gpcc">https://classroom.thenational.academy/lessons/describing-people-part-33-c9gpcc</a> <a href="https://classroom.thenational.academy/lessons/family-relationships-part-13-crv36c">https://classroom.thenational.academy/lessons/family-relationships-part-13-crv36c</a> <a href="https://classroom.thenational.academy/lessons/family-relationships-part-23-6xj38c">https://classroom.thenational.academy/lessons/family-relationships-part-23-6xj38c</a> <a href="https://classroom.thenational.academy/lessons/family-relationships-part-33-64r3jd">https://classroom.thenational.academy/lessons/family-relationships-part-33-64r3jd</a> <a href="https://classroom.thenational.academy/lessons/a-weekend-with-family-and-friends-part-13-70wpat">https://classroom.thenational.academy/lessons/a-weekend-with-family-and-friends-part-13-70wpat</a> <a href="https://classroom.thenational.academy/lessons/a-weekend-with-family-and-friends-part-23-6rr3ct">https://classroom.thenational.academy/lessons/a-weekend-with-family-and-friends-part-23-6rr3ct</a> <a href="https://classroom.thenational.academy/lessons/a-weekend-with-family-and-friends-part-33-cngk8c">https://classroom.thenational.academy/lessons/a-weekend-with-family-and-friends-part-33-cngk8c</a> <a href="https://classroom.thenational.academy/lessons/comparing-life-earlier-with-life-now-part-13-69jkgt">https://classroom.thenational.academy/lessons/comparing-life-earlier-with-life-now-part-13-69jkgt</a> <a href="https://classroom.thenational.academy/lessons/comparing-life-earlier-with-life-now-part-23-cgw68e">https://classroom.thenational.academy/lessons/comparing-life-earlier-with-life-now-part-23-cgw68e</a> <a href="https://classroom.thenational.academy/lessons/comparing-life-earlier-with-life-now-part-33-6njp2c">https://classroom.thenational.academy/lessons/comparing-life-earlier-with-life-now-part-33-6njp2c</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/1">https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z96rk7h/revision/1">https://www.bbc.co.uk/bitesize/guides/z96rk7h/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zx3qxsg/revision/1">https://www.bbc.co.uk/bitesize/guides/zx3qxsg/revision/1</a>					<b>Online Learning Opportunities:</b> <b>As Spring Term 1</b>		

25	26	27	28	29	30	31	32
			<b>Summer Term 1 – Theme: Examination Skills    Speaking Preparation and Grammar</b> <b>Topics studied:</b> tenses, adjectives, prepositions, opinion structures <b>Key vocabulary for the topic:</b> available on Moodle and in booklets				
			<b>Assessment:</b> grammar booklet exercises, speaking preparation booklets				
			<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry				
			<b>Homework:</b> grammar booklet exercises, speaking preparation booklets				
			<b>Online Learning Opportunities:</b> <a href="#">ActiveLearn – Modules 1-3</a>				
33	34	35	36	37	38	39	
<b>Summer Term 2 – Theme: Various    Modules 1-3 plus Examination Skills practice</b> <b>Topics studied:</b> Revision of topics studied in Modules 1-3 (see above) <b>Key vocabulary for the topic:</b> available on Moodle and in booklets							
<b>Assessment:</b> writing assessment and translation							
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Problem Solving, Enquiry and Independence							
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning							
<b>Online Learning Opportunities:</b> <a href="#">ActiveLearn – Modules 1-3</a>							



# Year 9 Spanish

In Year 9 you will revise key tenses and expand your vocabulary in a number of topic areas.

You will become more skilled at approaching comprehension tasks and preparing for speaking and writing tasks.

You will start to link the vocabulary and structures from Year 8 to the work you meet in Year 9 and consolidate your knowledge of tenses.

You will prepare for the newer topics in Year 10 through gaining confidence in approaching unfamiliar language and learning to be more creative in the language you are able to produce.

1	2	3	4	5	6	7	8
<b>Autumn Term 1 – Revision and baseline test</b>		<b>Autumn Term 1 – Theme: Local area, holiday and travel    Module 1: Holidays</b>					
		<b>Topics studied:</b> what you do in the summer, weather, holiday preferences, saying what you did on holiday, describing where you stayed, booking accommodation and dealing with problems, giving an account of a holiday in the past					
		<b>Key vocabulary for the topic:</b> available on Moodle					
<b>Assessment:</b> baseline test		<b>Assessment:</b> end of module assessment (exam skills as on GCSE paper)					
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry		<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry					
<b>Homework:</b> vocabulary revision, comprehension, grammar, writing,		<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					
		<b>Home learning opportunities:</b> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-do-in-the-summer-part-13-6nh36e">https://classroom.thenational.academy/lessons/talking-about-what-you-do-in-the-summer-part-13-6nh36e</a> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-do-in-the-summer-part-23-chh3gc">https://classroom.thenational.academy/lessons/talking-about-what-you-do-in-the-summer-part-23-chh3gc</a> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-do-in-summer-part-33-69h62e">https://classroom.thenational.academy/lessons/talking-about-what-you-do-in-summer-part-33-69h62e</a> <a href="https://classroom.thenational.academy/lessons/talking-about-holiday-likes-and-preferences-part-13-68u3jc">https://classroom.thenational.academy/lessons/talking-about-holiday-likes-and-preferences-part-13-68u3jc</a> <a href="https://classroom.thenational.academy/lessons/talking-about-holiday-likes-and-preferences-part-23-6dj30t">https://classroom.thenational.academy/lessons/talking-about-holiday-likes-and-preferences-part-23-6dj30t</a> <a href="https://classroom.thenational.academy/lessons/talking-about-holiday-likes-and-preferences-part-33-cru62r">https://classroom.thenational.academy/lessons/talking-about-holiday-likes-and-preferences-part-33-cru62r</a> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-did-on-holiday-part-13-crtprc">https://classroom.thenational.academy/lessons/talking-about-what-you-did-on-holiday-part-13-crtprc</a> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-did-on-holiday-part-23-60vp4c">https://classroom.thenational.academy/lessons/talking-about-what-you-did-on-holiday-part-23-60vp4c</a> <a href="https://classroom.thenational.academy/lessons/talking-about-what-you-did-on-holiday-part-33-68w3jd">https://classroom.thenational.academy/lessons/talking-about-what-you-did-on-holiday-part-33-68w3jd</a> <a href="https://classroom.thenational.academy/lessons/describing-where-you-stayed-part-13-cdk36d">https://classroom.thenational.academy/lessons/describing-where-you-stayed-part-13-cdk36d</a> <a href="https://classroom.thenational.academy/lessons/describing-where-you-stayed-part-23-70up2c">https://classroom.thenational.academy/lessons/describing-where-you-stayed-part-23-70up2c</a> <a href="https://classroom.thenational.academy/lessons/describing-where-you-stayed-part-33-6ct32d">https://classroom.thenational.academy/lessons/describing-where-you-stayed-part-33-6ct32d</a> <a href="https://classroom.thenational.academy/lessons/talking-about-accommodation-reservations-and-problems-part-13-6mt3jt">https://classroom.thenational.academy/lessons/talking-about-accommodation-reservations-and-problems-part-13-6mt3jt</a> <a href="https://classroom.thenational.academy/lessons/talking-about-accommodation-reservations-and-problems-part-23-6ctkar">https://classroom.thenational.academy/lessons/talking-about-accommodation-reservations-and-problems-part-23-6ctkar</a> <a href="https://classroom.thenational.academy/lessons/talking-about-accommodation-part-33-6gtp2t">https://classroom.thenational.academy/lessons/talking-about-accommodation-part-33-6gtp2t</a> <a href="https://classroom.thenational.academy/lessons/giving-an-account-of-a-holiday-in-the-past-part-13-chhpac">https://classroom.thenational.academy/lessons/giving-an-account-of-a-holiday-in-the-past-part-13-chhpac</a> <a href="https://classroom.thenational.academy/lessons/giving-an-account-of-a-holiday-in-the-past-part-23-c4ukcd">https://classroom.thenational.academy/lessons/giving-an-account-of-a-holiday-in-the-past-part-23-c4ukcd</a> <a href="https://classroom.thenational.academy/lessons/giving-an-account-of-a-holiday-in-the-past-part-33-6dgp4r">https://classroom.thenational.academy/lessons/giving-an-account-of-a-holiday-in-the-past-part-33-6dgp4r</a>					

9	10	11	12	13	14	15	16
<b>Autumn Term 2 – Theme: School    Module 2: School</b> <b>Topics studied:</b> school subjects and teachers, opinions about school, school uniform and the school day, describing your school, school rules and problems, plans for a school exchange, school activities and achievements <b>Key vocabulary for the topic:</b> available on Moodle							
<b>Assessment:</b> end of module test (exam skills as on GCSE paper)							
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry							
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning							
<b>Home learning opportunities:</b> <a href="https://classroom.thenational.academy/lessons/gustar-singular-and-plural-giving-opinions-about-school-subjects-c4r3cd">https://classroom.thenational.academy/lessons/gustar-singular-and-plural-giving-opinions-about-school-subjects-c4r3cd</a> <a href="https://classroom.thenational.academy/lessons/using-opinions-infinitives-and-reasons-61h32r">https://classroom.thenational.academy/lessons/using-opinions-infinitives-and-reasons-61h32r</a> <a href="https://classroom.thenational.academy/lessons/comparatives-and-superlatives-6xjkar">https://classroom.thenational.academy/lessons/comparatives-and-superlatives-6xjkar</a> <a href="https://classroom.thenational.academy/lessons/describing-school-facilities-part-13-crtpad">https://classroom.thenational.academy/lessons/describing-school-facilities-part-13-crtpad</a> <a href="https://classroom.thenational.academy/lessons/describing-school-facilities-part-23-cgwp8d">https://classroom.thenational.academy/lessons/describing-school-facilities-part-23-cgwp8d</a> <a href="https://classroom.thenational.academy/lessons/describing-school-facilities-part-33-cru38r">https://classroom.thenational.academy/lessons/describing-school-facilities-part-33-cru38r</a> <a href="https://classroom.thenational.academy/lessons/school-rules-and-problems-part-13-c9hkgc">https://classroom.thenational.academy/lessons/school-rules-and-problems-part-13-c9hkgc</a> <a href="https://classroom.thenational.academy/lessons/school-rules-and-problems-part-23-65k38e">https://classroom.thenational.academy/lessons/school-rules-and-problems-part-23-65k38e</a> <a href="https://classroom.thenational.academy/lessons/school-rules-and-problems-part-33-69hp8r">https://classroom.thenational.academy/lessons/school-rules-and-problems-part-33-69hp8r</a> <a href="https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-13-60wk6t">https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-13-60wk6t</a> <a href="https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-23-70rkad">https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-23-70rkad</a> <a href="https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-33-6hk38e">https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-33-6hk38e</a> <a href="https://classroom.thenational.academy/lessons/talking-about-activities-and-achievements-part-13-c9h68c">https://classroom.thenational.academy/lessons/talking-about-activities-and-achievements-part-13-c9h68c</a> <a href="https://classroom.thenational.academy/lessons/talking-about-activities-and-achievements-part-23-6mwkad">https://classroom.thenational.academy/lessons/talking-about-activities-and-achievements-part-23-6mwkad</a> <a href="https://classroom.thenational.academy/lessons/talking-about-activities-and-achievements-part-33-cn33cr">https://classroom.thenational.academy/lessons/talking-about-activities-and-achievements-part-33-cn33cr</a>							

17	18	19	20	21	22	23	24
<b>Spring Term 1 – Theme: Identity and Culture    Module 3: Myself and others</b> <b>Topics studied:</b> socialising and family, describing people, social networks, making arrangements to do something, reading preferences, friends and family <b>Key vocabulary for the topic:</b> available on Moodle					<b>Spring Term 2 – Theme: Identity and Culture    Module 3: Myself and others</b> <b>Topics studied:</b> socialising and family, describing people, social networks, making arrangements to do something, reading preferences, friends and family <b>Key vocabulary for the topic:</b> available on Moodle		
<b>Assessment:</b> speaking assessment					<b>Assessment:</b> end of module test (exam skills as on GCSE paper)		
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry					<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry		
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		
<b>Home learning opportunities:</b> <a href="https://classroom.thenational.academy/lessons/talk-about-social-media-part-13-cgw66c">https://classroom.thenational.academy/lessons/talk-about-social-media-part-13-cgw66c</a> <a href="https://classroom.thenational.academy/lessons/null-c4t38e">https://classroom.thenational.academy/lessons/null-c4t38e</a> <a href="https://classroom.thenational.academy/lessons/talk-about-social-media-part-33-cnjk6d">https://classroom.thenational.academy/lessons/talk-about-social-media-part-33-cnjk6d</a> <a href="https://classroom.thenational.academy/lessons/making-arrangements-part-13-6rrpar">https://classroom.thenational.academy/lessons/making-arrangements-part-13-6rrpar</a> <a href="https://classroom.thenational.academy/lessons/making-arrangements-part-23-71gp6c">https://classroom.thenational.academy/lessons/making-arrangements-part-23-71gp6c</a> <a href="https://classroom.thenational.academy/lessons/making-arrangements-part-33-cgkkt">https://classroom.thenational.academy/lessons/making-arrangements-part-33-cgkkt</a> <a href="https://classroom.thenational.academy/lessons/reading-preferences-part-13-6xk68d">https://classroom.thenational.academy/lessons/reading-preferences-part-13-6xk68d</a> <a href="https://classroom.thenational.academy/lessons/reading-preferences-part-23-64wk4d">https://classroom.thenational.academy/lessons/reading-preferences-part-23-64wk4d</a> <a href="https://classroom.thenational.academy/lessons/reading-preferences-part-33-6xjpcd">https://classroom.thenational.academy/lessons/reading-preferences-part-33-6xjpcd</a> <a href="https://classroom.thenational.academy/lessons/describing-people-part-13-64v38c">https://classroom.thenational.academy/lessons/describing-people-part-13-64v38c</a> <a href="https://classroom.thenational.academy/lessons/describing-people-part-23-68v3je">https://classroom.thenational.academy/lessons/describing-people-part-23-68v3je</a> <a href="https://classroom.thenational.academy/lessons/describing-people-part-33-60wkge">https://classroom.thenational.academy/lessons/describing-people-part-33-60wkge</a> <a href="https://classroom.thenational.academy/lessons/talking-about-relationships-part-13-ctk6ct">https://classroom.thenational.academy/lessons/talking-about-relationships-part-13-ctk6ct</a> <a href="https://classroom.thenational.academy/lessons/talking-about-relationships-part-23-6tk6ae">https://classroom.thenational.academy/lessons/talking-about-relationships-part-23-6tk6ae</a> <a href="https://classroom.thenational.academy/lessons/talking-about-relationships-part-33-6grk4c">https://classroom.thenational.academy/lessons/talking-about-relationships-part-33-6grk4c</a>							

25	26	27	28	29	30	31	32
			<b>Summer Term 1 – Theme: Examination Skills    Speaking Preparation and Grammar</b> <b>Topics studied:</b> tenses, adjectives, prepositions, opinion structures <b>Key vocabulary for the topic:</b> available on Moodle and in booklets				
			<b>Assessment:</b> grammar booklet exercises, speaking preparation booklets				
			<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry				
			<b>Homework:</b> grammar booklet exercises, speaking preparation booklets				

33	34	35	36	37	38	39
<b>Summer Term 2 – Theme: Various Modules 1-3 plus Examination Skills practice</b> <b>Topics studied:</b> Revision of topics studied in Modules 1-3 (see above) <b>Key vocabulary for the topic:</b> available on Moodle and in booklets						
<b>Assessment:</b> writing assessment and translation						
<b>Key AS:</b> Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry						
<b>Homework:</b> vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning						

<b>Year 9 Music</b>	In Year 9 you will continue to develop your listening, performing and composing skills through a variety of styles of music and have the opportunity to gain a Bronze Arts Award.
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<b>Year 9 Music</b>	In Year 9 you will continue to develop your listening, performing and composing skills through a variety of styles of music and have the opportunity to gain a Bronze Arts Award.
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1	2	3	4	5	6	7	8
<b>Connective project/Arts Award bronze – World Oceans Day Tue 8<sup>th</sup> June 2021</b> Introduction to composition briefs for joint project with English, Science and Art, Analysis of promotional videos/music, 4 chord trick, Intro to Garage Band/Sibelius, Embed elements of music and key words, Prep 1 <sup>st</sup> solo performance							
<b>KEY VOCABULARY:</b> vocab associated with your instrument, the instrument you learn to play, concert and performance review language							
<b>ASSESSMENT:</b> completion of Arts Award booklet, presentation to class, completion of composition							
<b>ATTITUDES AND SKILLS:</b> creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills							
<b>HOMEWORK:</b> attend an extra-curricular music activity, attend a concert, perform in a concert, complete Arts Award booklet							
9	10	11	12	13	14	15	16
<b>Binary to Sonata form:</b> introduction to structures, composition, recognise the key of a piece aurally and identify when it modulates. Compose a piece in ternary form which uses a different key or mode in the middle section							<b>Ensemble performing skills</b>
<b>KEY VOCABULARY:</b> keys, degrees of the scale, Roman numerals for chords, modulation, tones and semitones, tetra-chords, major, minor, chromatic, whole-tone and pentatonic scale, technical names of a diatonic scale, key signatures							
<b>ASSESSMENT:</b> compositions and log book							
<b>ATTITUDES AND SKILLS:</b> creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills							
<b>HOMEWORK:</b> attend an extra-curricular music activity, revise key words							
17	18	19	20	21	22	23	24
<b>Introduction to ensemble performing.</b> Whole class perf of GCSE set work, score analysis of set work, developing an understanding of score reading and decoding information on a score					<b>Musical timeline and performance skills –</b> identify composers, styles and musical features from 1650 to present		
<b>KEY VOCABULARY:</b> Italian terms, stave notation, keys, communication					<b>KEY VOCABULARY:</b> see GCSE vocab booklet		
<b>ASSESSMENT:</b> Listening and Appraising tests related to the set work, performance skills					<b>ASSESSMENT:</b> Listening and Appraising tests related to the set work		
<b>ATTITUDES AND SKILLS:</b> creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills					<b>ATTITUDES AND SKILLS:</b> creativity, attention to detail, confidence, perseverance, communication, appraising, IT skills		
<b>HOMEWORK:</b> attend an extra-curricular music activity, revision of keys terms, performance preparation					<b>HOMEWORK:</b> attend an extra-curricular music activity, revision of keys terms, performance preparation		
25	26	27	28	29	30	31	32
Preparation of a performance relating it to historical context. <b>Solos concert</b> – opportunity for solo performance in the theatre. Writing programme notes to accompany the final performance.			<b>Composition</b> - consolidating composing skills gained over the year and beginning to plan a brief for the free composition (15% coursework)				
<b>KEY VOCABULARY:</b> baroque, classical, romantic, modern, form and structure, GCSE vocab booklet			<b>KEY VOCABULARY:</b> form and structure, binary, ternary, rondo, sonata, song structure, instrumentation/orchestration, venue, audience				
<b>ASSESSMENT:</b> Listening and Appraising tests related to the set works and areas of study			<b>ASSESSMENT:</b> 16 bar melodies/compositions, Listening and Appraising tests related to the set works and areas of study				
<b>ATTITUDES AND SKILLS:</b> creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills			<b>ATTITUDES AND SKILLS:</b> creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills				
<b>HOMEWORK:</b> attend an extra-curricular music activity, revision of keys terms, performance preparation			<b>HOMEWORK:</b> attend an extra-curricular music activity, revision of keys terms, performance preparation				
33	34	35	36	37	38	39	
<b>Appraising and Analysis Skills</b> - Introduction to GCSE listening style questions, score reading, and introduction to set work (new set works will be published in November 2019) – class performance on chosen instrument.							
<b>KEY VOCABULARY:</b> see GCSE vocab booklet/knowledge skills tracker							
<b>ASSESSMENT:</b> Listening and Appraising tests related to the set work, compositions and log book							
<b>ATTITUDES AND SKILLS:</b> creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills							
<b>HOMEWORK:</b> attend an extra-curricular music activity, revision of keys terms, performance preparation							

# Year 9 Cambridge National (Sport Science)

In Year 8 students will have learnt how to effectively... **BELONG** to a team or group, **BELIEVE** in their ability and potential, **BECOME** the best they can be. You will have focussed your practical physical ability on the acquisition and execution of key skills of **physical literacy** and sport specific skills too. You will have developed your understanding of how to be **HAPPY, HEALTHY** and **SUCCESSFUL** through physical activity and sport. Students start in their ability groups from year 8, with group suitability assessed following progress reviews.

1	2	3	4	5	6	7	8
Bridging theory through practical – Taster sessions on Sports Science and Sports Studies					Bridging theory through practical – Taster sessions on Sports Science and Sports Studies		
Assessment: Assessment of students curiosity through practical and theory					Assessment: Assessment of students’ individuality through practical and theory		
Attitudes: Curiosity; Skills: Enquiry					Attitudes: Commitment; Skills: Independence		
Homework: - 30 minutes of physical activity per week. There may be homework related to theory content					Homework: - 30 minutes of physical activity per week. There may be homework related to theory		
9	10	11	12	13	14	15	16
Bridging theory through practical – Taster sessions on Sports Science and Sports Studies		Bridging theory through practical – Taster sessions on Sports Science and Sports Studies					Practical activities and learning conversations
Assessment: Assessment of students’ individuality through practical and theory		Assessment: Assessment of students’ motivation through practical and theory					
Attitudes: Commitment; Skills: Independence		Attitudes: Cooperation; Skills: Teamwork					
Homework: - 30 minutes of physical activity per week. There may be homework related to theory		Homework: - 30 minutes of physical activity per week. There may be homework related to theory content					
17	18	19	20	21	22	23	24
Student’s will undertake learning conversations with their teacher to select qualification pathway, whilst also undertaking practical activities		Technology in Sport:- Know how technology is used in sport; performance; game play; spectatorship					
		Assessment:- Internal written assessment of Learning Outcome 1					
		Attitudes: Curiosity; Skills: Literacy					
		Homework:- Elements of the coursework for Learning Outcome 1					
25	26	27	28	29	30	31	32
Technology in Sport:- Understand the positive effects of technology in sport;					Technology in Sport:- Understand the negative effects of technology in sport;		
Assessment:- Internal written assessment of Learning Outcome 2					Assessment:- Internal written assessment of LO3 Learning Outcome 3		
Attitudes: Creativity; Skills: Enquiry					Attitudes: Creativity; Skills: Independence		
Homework:- Elements of the coursework for Learning Outcome 2					Homework:- Elements of the coursework for Learning Outcome		
33	34	35	36	37	38	39	
Technology in Sport:- Understand the negative effects of technology in sport;		Technology in Sport - Evaluate the impact of technology in sport					
Assessment:- Internal written assessment of LO3 Learning Outcome 3		Assessment: Learning Outcome 4. Internal assessment of word processed coursework.					
Attitudes: Creativity; Skills: Independence		Attitudes: Curiosity, creativity; Skills: Enquiry, Independence & Literacy					
Homework:- Elements of the coursework for Learning Outcome		Homework: Elements of the coursework for Learning Outcome 4.					

# Year 9 Cambridge National (Sport Studies)

In Year 8 students will have learnt how to effectively... **BELONG** to a team or group, **BELIEVE** in their ability and potential, **BECOME** the best they can be. You will have focussed your practical physical ability on the acquisition and execution of key skills of **physical literacy** and sport specific skills too. You will have developed your understanding of how to be **HAPPY, HEALTHY** and **SUCCESSFUL** through physical activity and sport. Students start in their ability groups from year 8, with group suitability assessed following progress reviews.

1	2	3	4	5	6	7	8
Bridging theory through practical – Taster sessions on Sports Science and Sports Studies					Bridging theory through practical – Taster sessions on Sports Science and Sports Studies		
Assessment: Assessment of students curiosity through practical and theory					Assessment: Assessment of students’ individuality through practical and theory		
Attitudes: Curiosity; Skills: Enquiry					Attitudes: Commitment; Skills: Independence		
Homework: - 30 minutes of physical activity per week. There may be homework related to theory content					Homework: - 30 minutes of physical activity per week. There may be homework related to theory		
9	10	11	12	13	14	15	16
Bridging theory through practical – Taster sessions on Sports Science and Sports Studies		Bridging theory through practical – Taster sessions on Sports Science and Sports Studies					Practical activities and learning conversations
Assessment: Assessment of students’ individuality through practical and theory		Assessment: Assessment of students’ motivation through practical and theory					
Attitudes: Commitment; Skills: Independence		Attitudes: Cooperation; Skills: Teamwork					
Homework: - 30 minutes of physical activity per week. There may be homework related to theory		Homework: - 30 minutes of physical activity per week. There may be homework related to theory content					
17	18	19	20	21	22	23	24
Student’s will undertake learning conversations with their teacher to select qualification pathway, whilst also undertaking practical activities		Sports Leadership:- Understand personal qualities, styles, roles and responsibilities associated with effective sports leadership					
		Assessment:- Internal written assessment of Learning Outcome 1					
		Attitudes: Curiosity; Skills: Literacy					
		Homework:- Elements of the coursework for Learning Outcome 1					
25	26	27	28	29	30	31	32
Sports Leadership:- Be able to plan a sports activity session					Sports Leadership:- Be able to deliver sports activity session		
Assessment:- Internal written assessment of Learning Outcome 2					Assessment:- Practical assessment of delivered sports activity		
Attitudes: Creativity; Skills: Enquiry					Attitudes: Consistency; Skills: Independence, Literacy		
Homework:- Elements of the coursework for Learning Outcome 2					Homework:- Elements of the coursework for Learning Outcome		
33	34	35	36	37	38	39	
Deliver sports activity session		Sports Leadership:- Be able to evaluate own performance in delivering a sports activity session					
		Assessment:- Internal written assessment of Learning Outcome 4					
		Attitudes: Consistency; Skills: Independence, Literacy					
		Homework:- Elements of the coursework for Learning Outcome 4					

<b>Year 9 Leadership Diploma</b>	(Year 1 of The Course – All Students Cover Content in This Order)
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<b>Year 9 Leadership Diploma</b>	(Year 1 of The Course – All Students Cover Content in This Order)
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1	2	3	4	5	6	7	8
Skills & Qualities of a participant and a leader							
<p>Students will be assessed on the key skills of being a good sports leader and how to apply them when leading. Students will be assessed on the skills of Sportsmanship, Desire, Teamwork, Communication and Respect. Lessons are delivered through a series of practical sessions where the students start to lead each other and demonstrate these skills. Where possible the use of iPads is introduced to collate video evidence for the subsequent classroom lesson. Students begin to move into a reflection and evaluation period on their coaching performances. They will begin the <b>Sports Leaders UK Level 1</b> qualification, undertaking Task 1 which relates to the skills and behaviours of a quality sports leader and a personal skills audit</p>							

9	10	11	12	13	14	15	16
The Coaching Process							Festival Preparation & Delivery
Students will develop specific skills related to coaching practical sports activities. They will learn how to effectively set-up equipment, create a session plan, get into teams, develop tournament structures, conduct appropriate warm-ups and cool-downs, skill practices and developments, condition games and differentiation. They will experience these in coached settings then put them into action in their own coached sessions to one another. They will complete a formal sessions plan for the <b>SLUK Level 1</b>							Outlined Below

17	18	19	20	21	22	23	24
Festival Preparation and Delivery					Living for Sport		
Students will work in groups to plan, practice and deliver a multi-skills festival to local primary school children. This will form the Practical Observation Task for the <b>SLUK Level 1</b> and students will also complete the formal session plan. They will evaluate and reflect on the festival using peer and self-assessment methods.					Students will experience the Living for Sport programme with an athlete mentor coming in to deliver workshops at the start and the end of the unit. They will develop the 6 Keys to Success:- mental toughness, hunger to achieve, people skills, sport & life knowledge, breaking barriers & planning for success.		

25	26	27	28	29	30	31	32
Individual Session Delivery to Younger Year Group		Tag Rugby, Hockey or Volleyball NGB Activator Award					
Students will build on their work with Living for Sport to deliver coaching sessions to individual groups of students in lower year groups		Students complete the first of their nationally recognised leadership awards through either the Tag Rugby, Volleyball or In2Hockey Leaders Award. Students will decide as a group which of these they will to complete. This sees students learn and be assessed against the techniques and tactics of the game. Students will also learn some of the rules and regulations of the game before applying their skills into mini coaching sessions. Sessions will be filmed for evaluation in the subsequent theory lesson. Students will also be assessed in an end of half term House Competition for Year 7 student. The Deadline for the <b>SLUK Level 1</b> qualification falls at the end of this half term.					

33	34	35	36	37	38	39
Delivering Competitions						
In the final half term of the year students will plan and deliver a series of competitions in small groups using the sports education model of setting roles and responsibilities for each team member. They will compete in Athletics, Rounders, Football and Dodgeball, bringing together all of the Attitudes, Skills and Knowledge they have acquired and developed over the course of the year.						



**Year 9 GCSE Religious Studies** At Key stage 3 students learn about the six main world religions. They also learnt about what it means to think philosophically and ethically. For the GCSE Religious Studies course students will continue to build upon this knowledge and understanding with a wider and deeper view of these topics. For the two religions they must study, they will learn about the teaching, beliefs and practices so they understand why these beliefs impact the daily lives of those who follow them. They will also apply this knowledge and understanding to philosophical and ethical themes. By studying the range of these topics students will develop their critical thinking skills and practice being evaluative and analytical, which will help them in their future studies at A Level.

**Year 9 GCSE Religious Studies** At Key stage 3 students learn about the six main world religions. They also learnt about what it means to think philosophically and ethically. For the GCSE Religious Studies course students will continue to build upon this knowledge and understanding with a wider and deeper view of these topics. For the two religions they must study, they will learn about the teaching, beliefs and practices so they understand why these beliefs impact the daily lives of those who follow them. They will also apply this knowledge and understanding to philosophical and ethical themes. By studying the range of these topics students will develop their critical thinking skills and practice being evaluative and analytical, which will help them in their future studies at A Level.

1	2	3	4	5	6	7	8
<p><b>Introduction to GCSE Religious Studies:</b> Students will begin the year by learning about how to think and evaluate. These are key skills for GCSE RE and so this topic will help students to begin to expand how they approach different issues.</p> <p><b>Key words:</b> thinking, evaluation, analyse</p>				<p><b>Buddhism:</b> As part of the overall themes that students study through the course, they need to develop the ability to use their knowledge and understanding of different religions to help them compare and contrast ideas. This unit will give students a deeper understanding of a religion that is different to Christianity and Islam. This unit will also teach students how to compare and contrast.</p> <p><b>Key words:</b> Buddha, Four noble truths, worship, sacred writings</p>			
<p><b>Attitude:</b> Curiosity, consistency</p> <p><b>Skills:</b> Teamwork, expression, analyse, evaluate</p>				<p><b>Attitude:</b> Curiosity, consistency</p> <p><b>Skills:</b> Teamwork, expression, analyse, evaluate</p>			

9	10	11	12	13	14	15	16
<b>Theme B: Religion and life</b> Students will explore a range of topics looking at religious and non-religious ideas about the origins and value of the universe and the origins and value of human life. Through this topic they will continue to practise key skills of literacy, evaluation and analysis. <b>Key words:</b> origins, stewardship, dominion responsibility, abortion, euthanasia, sanctity of life							
<b>Attitude:</b> Curiosity, consistency, cooperation, commitment <b>Skills:</b> Teamwork, expression, analyse, evaluate							

17	18	19	20	21	22	23	24
Theme B Continued			<p><b>Islam: Teachings and beliefs</b>            This topic will introduce students to the key beliefs in Islam and will include looking at topics such as: the oneness of God, articles of faith for Sunni and Shia Muslims, life after death, the nature of God. Through this topic they will continue to practise key skills of literacy, evaluation and analysis.</p> <p><b>Key words:</b> Tawhid, articles of faith, roots of Islam, omnipotence, mercy, fairness, predestination, Prophet hood, holy books, imamate</p>				
			<p><b>Attitude:</b> Curiosity, consistency, cooperation, commitment</p> <p><b>Skills:</b> Teamwork, expression, analyse, evaluate</p>				

25	26	27	28	29	30	31	32
Islam: Teachings and beliefs continued			<b>Islam: Practices</b> This topic will introduce students to the key Islamic practices. These will include learning how Muslims worship, and the main duties and festivals that Muslims observe. <b>Key words:</b> five pillars, shahadah, Salah, sawn, Zakah, Hajj, Jihad, Festivals				
			<i>Attitude: Curiosity, consistency, cooperation, commitment, creativity</i> <i>Skills: Teamwork, expression, analyse, evaluate</i>				

33	34	35	36	37	38	39
Islam: Practices continued						

# Year 9 RPE

In Year 8 you will have learnt how to use a range of different skills to explore different themes on aspects of religion. At Key stage 4 you will continue to develop these skills by learning about a wider range of different topics, including religious, philosophical and ethical themes. These will help to develop thinking, evaluation and analysis skills.

1	2	3	4	5	6	7	8
<b>Understanding philosophical and ethical themes:</b> this topic will introduce students to thinking more philosophically and ethically. They will consider different philosophical or ethical questions and learn how to be more analytical and evaluate what the best response might be. They will also learn to see issues from different viewpoints so that they can build a bigger picture to aid in decision making. <b>Key words:</b> dilemma, ethics, decisions, values							
					Assessment		
<b>Attitude:</b> Curiosity <b>Skills:</b> Teamwork, expression, analyse, evaluate <b>Homework:</b> Research on philosophers							
9	10	11	12	13	14	15	16
<b>Community Cohesion:</b> This topic will look at a range of different issues that allow students to learn about how communities have changed over time. This includes learning about how communities develop and change and how religion and non religious views can alter perceptions and views. We will specifically learn about gender roles and how this has changed, multiculturalism, and how we can develop multicultural societies. As part of this topic we will also watch the film ‘Bend it like Beckham’ which explores a number of these issues.  <b>Key words:</b> gender roles, community, multi-cultural.							
					Assessment		
<b>Attitude:</b> Consistency <b>Skills:</b> Literacy, relate							
17	18	19	20	21	22	23	24
<b>Understanding Religion – In the beginning</b> As part of this topic students will look at some of the bigger philosophical question on the nature of God and creation. They will look at what different groups in society believe about this, in particular Christianity and Islam, which are two of the biggest world religions. They will also consider other views. <b>Key words:</b> Nature of God, creation, angels, spirituality							
			Assessment				
<b>Attitude:</b> Curiosity, commitment <b>Skills:</b> Literacy, relate, expression							
25	26	27	28	29	30	31	32
			<b>Understanding philosophical and ethical themes 2:</b> In this topic students will continue to learn how to think philosophically and ethically. They will also be introduced to wider views and beliefs including humanism and atheism.				
		Assessment					Assessment
			<b>Attitude:</b> Curiosity, commitment <b>Skills:</b> Literacy, relate, expression				
33	34	35	36	37	38	39	
<b>Ethics: The Truman show:</b> this topic will help students to consider a range of different ethical themes and dilemmas through the film ‘Truman show’. As they watch the film students will be challenged to consider how people are asked to make ethical decisions, and to understand the different consequences of those actions. <b>Key words:</b> ethics, dilemmas							
				Assessment			
<b>Attitude:</b> Cooperation <b>Skills:</b> relate, expression							

# Year 9 Trilogy Combined Science

In year 9 you will learn: **Biology** - How scientists developed their understanding of cell structure and function, How organisms obtain energy from food and why it is important to study microorganisms; how substances move in, out and around organisms, why organ systems are required, their structure and function. How enzymes work; What factors affect our chances of having a non-communicable disease, how communicable diseases spread and how we can control the spread of disease. This build upon KS3 topics exploring cell structure and body organ systems.

**Chemistry** - How models of the atom and the periodic table developed and how arrangement of electrons results in chemical reactivity; How atoms can combine to form compounds, what happens as substances change state and how particle arrangement and bonding affects properties; Why some metals are more reactive than others and how this affects method of metal extraction, How acids and bases produce salts and why acids have different strengths. This builds upon KS3 topics exploring elements, mixtures and compounds, physical changes and chemical reactions. All further chemistry topics build upon these fundamental building blocks. **Physics** - You will learn about the structure of the atom and how the nucleus gives rise to radiation, radioactive decay and the uses and dangers of radiation. How particles are arranged, the properties that arise from the arrangement and the energy particles have. What the connection is between energy transfer and power; energy changes and temperature changes and look at how we can monitor the transfer of energy and examine the environmental impact of energy resources. This builds upon work on states of matter and types of energy and energy transfers covered in KS3. These topics deepen the knowledge of particle movement, behaviour and the energies involved in all particle activity.

1	2	3	4	5	6	7	8	HALF TERM
Topic B1 CELL BIOLOGY								
Weekly Homework Tasks			Mid Topic Assessment				End of Topic B1 Test	
<b>Key Knowledge concept</b> = cell structure and development <b>Attitudes and Skills TENSILE:</b> Numeracy, Independence <b>Numeracy</b> = size and number		Required Practical – Using light microscopes						
Topic P4 ATOMIC STRUCTURE				Topic C1 ATOMIC STRUCTURE AND PERIODIC TABLE				
Weekly Hwk	Mid Topic Assessment		End of Topic P4 Test	Weekly Homework Tasks				
<b>Key Knowledge concept</b> = Developing ideas for the structure of the atom <b>Attitudes and Skills TENSILE:</b> Numeracy, Literacy, Enquiry <b>Numeracy</b> = Ratios and proportion				<b>Key Knowledge concept</b> = The outer electrons and how these determine reactions <b>Attitudes and Skills TENSILE:</b> Numeracy, Enquiry, Solving Problems <b>Numeracy</b> = Standard form				

9	10	11	12	13	14	15	XMAS	16
Topic B3 MOVING AND CHANGING MATERIALS								
Weekly Homework Tasks					Mid Topic Assessment			
<b>Numeracy</b> = interpreting information <b>Key Knowledge concepts</b> = Transport systems, How molecules enter, exit and move around the body. <b>Attitudes and Skills TENSILE:</b> Numeracy, Literacy		Required practical – Osmosis		Required practical - Enzymes		Required practical – Food tests		
1 continued					Topic C2 STRUCTURE, BONDING AND PROPERTIES OF MATTER			
Mid Topic Assessment				End of Topic C1 Test	Weekly Homework Tasks			
					<b>Key Knowledge concept</b> = size of particles <b>Attitudes and Skills TENSILE:</b> Numeracy, Problem Solving, Expression <b>Numeracy</b> = 2D and 3D shapes			
17	18	19	20	21	HALF TERM	22	23	24
B3 Continued		Topic P3 PARTICLE MODEL OF MATTER				P3 Continued		National Science Week
	End of Topic B3 Test			Mid Topic Assessment			End of Topic P4 Test	
		<b>Key knowledge concept</b> = particle model and changes of state <b>Attitudes and Skills TENSILE:</b> Numeracy, Expression, Independence <b>Numeracy</b> = Graphing data		Required practical = Density				
C2 Continued						Topic C4 CHEMICAL CHANGES		
Mid Topic Assessment				End of Topic C2 Test				
					<b>Key knowledge concept</b> = Electron transfer and Redox reactions <b>Attitudes and Skills TENSILE:</b> Numeracy, independence, enquiry <b>Numeracy</b> = Order of magnification			

25	26		27	28	29	30	31	32
<b>Topic B4 HEALTH MATTERS</b>					<b>Revision for Mock Exams</b>	<b>YEAR 9 MOCK EXAMS</b>		
				Mid Topic Assessment				
<b>Key knowledge concept</b> = Sampling data and how this informs health decisions <b>Attitudes and Skills TENSILE:</b> Numeracy, Literacy, Enquiry <b>Numeracy</b> = Risk factors								
<b>C4 Continued</b>			<b>C4 Continued</b>					
			Mid Topic Assessment					
Required Practical – Preparation of a soluble salt							Required practical - Electrolysis	

33		34	35	36	37	38	39
B4 Continued			Required Practical Consolidation		Consolidation of Yr 9 Content, Numeracy and Literacy skill Development		
		End of Topic B4 Test					
		Required Practical Consolidation					
End of Topic C4 Test							

# Year 9 Biology

In year 9 you will learn: How scientists developed their understanding of cell structure and function, How organisms obtain energy from food and why it is important to study microorganisms; how substances move in, out and around organisms, why organ systems are required, their structure and function. How enzymes work; What factors affect our chances of having a non-communicable disease, how communicable diseases spread and how we can control the spread of disease. This builds upon KS3 topics exploring cell structure and body organ systems.

1	2	3	4	5	6	7	8	HALF TERM
Topic B1 CELL BIOLOGY								
Weekly Homework Tasks			Mid Topic Assessment				End of topic B1 Test	
<b>Key knowledge concept</b> = Cell development <b>Attitudes and Skills TENSILE:</b> Numeracy, Literacy, Enquiry <b>Numeracy</b> = size and number		Required practical – Using light microscopes				Required practical – effect of disinfectants on bacteria		
9	10	11	12	13	14	15	XMAS	16
Topic B3 MOVING AND CHANGING MATERIALS								
Weekly Homework Tasks					Mid Topic Assessment			
<b>Key knowledge concept</b> = investigating the need for organ systems <b>Attitudes and Skills TENSILE:</b> Numeracy, Literacy, Enquiry <b>Numeracy</b> = Extracting and interpreting information			Required practical -Osmosis		Required practical – Enzymes			
17	18	19	20	21	HALF TERM	22	23	24
B3 Continued						Topic B4 HEALTH MATTERS		National Science Week
				End of Topic B3 Test		Weekly Homework tasks		
Required practical – Biochemical Food tests						<b>Key Knowledge concept</b> = Looking at risk factors. <b>Attitudes and Skills TENSILE:</b> Numeracy, Enquiry, Team work. <b>Numeracy</b> = sampling and scientific data		
25	26		27	28	29	30	31	32
B4 Cont....				B4 Cont....	Revision for Exams	End of Year 9 Exams	B4 Cont....	
	Mid Topic Assessment							
	33	34	35	36	37	38	39	
			Required Practical Consolidation		Consolidation of Yr 9 Biology Content , Numeracy and Literacy skill Development			
		End of Topic B4 Test						

# Year 9 Chemistry

In year 9 you will learn: How models of the atom and the periodic table developed and how arrangement of electrons results in chemical reactivity; How atoms can combine to form compounds, what happens as substances change state and how particle arrangement and bonding affects properties; Why some metals are more reactive than others and how this affects method of metal extraction, How acids and bases produce salts and why acids have different strengths. This builds upon KS3 topics exploring elements, mixtures and compounds, physical changes and chemical reactions. All further chemistry topics build upon these fundamental building blocks.

For further detail on knowledge content please refer to the specification

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

1	2	3	4	5	6	7	8	HALF TERM
<b>Topic C1 – ATOMIC STRUCTURE AND PERIODIC TABLE</b>								
4.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes								
4.1.2 The periodic table								
4.1.3 Properties of transition metals								
Weekly Homework Tasks				Mid Topic Assessment				
<b>Key Knowledge concept</b> = The outer electrons <b>Attitudes and Skills</b> <b>TENSILE:</b> Numeracy, Enquiry <b>Numeracy</b> = standard form								
9	10	11	12	13	14	15	XMAS	16
		<b>Topic C2 - STRUCTURE, BONDING AND PROPERTIES OF MATTER</b> 4.2.1 Chemical bonds, ionic, covalent and metallic 4.2.2 How bonding and structure are related to the properties of substances 4.2.3 Structure and bonding of carbon 4.2.4 Bulk and surface properties of matter including nanoparticles						
	End of C1 Topic Test	Weekly Homework Tasks						Mid Topic assessment
		<b>Key Knowledge concept</b> = Orders of magnitude, Inter- and Intra-molecular bonding <b>Attitudes and Skills TENSILE:</b> Numeracy, Literacy, solving problems <b>Numeracy</b> = 2D and 3D shapes						

17	18	19	20	21	HALF TERM	22	23	24
						<b>Topic C4 – CHEMICAL CHANGES</b> 4.4.1 Reactivity of metals 4.4.2 Reactions of acids 4.4.3 Electrolysis	National Science Week	
				End of C2Topic Test		Weekly Homework tasks		
						<b>Key Knowledge concept</b> = Electron transfer and Redox <b>Attitudes and Skills</b> <b>TENSILE:</b> Numeracy, Enquiry, Independence <b>Numeracy</b> = Order of magnitude calculations		
25	26		27	28	29	30	31	32
					Revision for Mock Exams	Year 9 Mock Exams		
	Mid Topic Assessment							
			Required Practical = Preparation of a soluble salt					Required Practical = Titration
33		34	35	36	37	38	39	
			Required Practical Consolidation		Consolidation of Yr 9 Chemistry Content, Numeracy and Literacy skill Development			
		End of C4 Topic Test						
Required Practical = Electrolysis								



# Year 9 Physics

In Year 9 you will learn about the structure of the atom and how the nucleus gives rise to radiation, radioactive decay and the uses and dangers of radiation. How particles are arranged, the properties that arise from the arrangement and the energy particles have. What the connection is between energy transfer and power; energy changes and temperature changes and look at how we can monitor the transfer of energy and examine the environmental impact of energy resources. This builds upon work on states of matter and types of energy and energy transfers covered in KS3. These topics deepen the knowledge of particle movement, behaviour and the energies involved in all particle activity.

1	2	3	4	5	6	7	8	HALF TERM	
Topic P4 – ATOMIC STRUCTURE									
Weekly Homework Tasks				Mid Topic Assessment					
<b>Key Knowledge concept</b> = How an atom’s structure gives rise to nuclear activity. <b>Attitudes and Skills</b> <b>TENSILE:</b> Numeracy, Enquiry <b>Numeracy</b> = ratio									
9	10	11	12	13	14	15	XMAS	16	
P4 Cont....			Topic P3 PARTICLE MODEL OF MATTER						
		End of P4 Topic Test	Weekly Homework Tasks					Mid Topic assessment	
			<b>Key Knowledge Content</b> = Particle arrangement and movement. <b>Attitudes and Skills</b> <b>TENSILE:</b> Numeracy, Expression <b>Numeracy</b> = Drawing and interpreting graphs		Required Practical = Density				
17	18	19	20	21	HALF TERM	22	23	24	
P3 Cont....						Topic P1 ENERGY		National Science Week	
				End of P3 Topic Test		Weekly Homework tasks			
						<b>Key Knowledge Content</b> = Energy Transfers <b>Attitudes and Skills</b> <b>TENSILE:</b> Numeracy, <b>Numeracy</b> = significant figures and handling data			

25	26		27	28	29	30	31	32
Topic P1 – ENERGY					Revision for Mock Exams	Year 9 Mock Exams	P1 cont....	
			Mid Topic Assessment					
							Required Practical = Specific heat capacity	
33		34	35	36	37	38	39	
P1 cont..		P1 cont...	Required Practical Consolidation		Consolidation of Yr 9 Physics Content, Numeracy and Literacy skill Development			
		End of P1 Topic Test						

**Year 9 Psychology** In this first year of our psychology course we will focus on the topics that appear on exam paper 1, these include criminal psychology, developmental psychology and psychological problems. Underpinning this will be work on research and theories to help you in evidencing your knowledge. This year will give you the foundations for psychological research to support you in your studies going into Year 10 and Year 11. The aim is to build your confidence and skill as a budding psychologist!

**Year 9 Psychology** In this first year of our psychology course we will focus on the topics that appear on exam paper 1, these include criminal psychology, developmental psychology and psychological problems. Underpinning this will be work on research and theories to help you in evidencing your knowledge. This year will give you the foundations for psychological research to support you in your studies going into Year 10 and Year 11. The aim is to build your confidence and skill as a budding psychologist!

1	2	3	4	5	6	7	8
<p><b>Key Attitude: Curiosity and Creativity</b></p> <p><b>Key Knowledge:</b> <i>Criminal Unit</i>; Key Terms, Social Learning Theory, Cooper and Mackie, Biological Theory, Heaven, Crime and Punishment application.</p> <p><b>Key Skills:</b> Independence and Expression</p> <p><b>Homework:</b> Choice of two tasks from a list of six research/refinement tasks.</p>							
9	10	11	12	13	14	15	16
<p><b>Key Attitude: Consistency &amp; Commitment</b></p> <p><b>Key Knowledge:</b> <i>Development unit</i>; Key Terms, Piaget’s Theory, Piaget’s Study, Learning Theories of Development, Blackwell, Education.</p> <p><b>Key Skills:</b> Solving problems &amp; Literacy</p> <p><b>Homework:</b> Choice of two tasks from a list of six research/refinement tasks .</p>							
17	18	19	20	21	22	23	24
<p><b>Key Attitude: Cooperation &amp; Commitment</b></p> <p><b>Key Knowledge:</b> <i>Psychological Problems Unit</i>; Key Terms, Schizophrenia, Psychological and Biological Theory, Daniel et al, Clinical Depression, Psychological and Biological Theory, Tandoc et al, Treatments.</p> <p><b>Key Skills:</b> Teamwork &amp; Independence</p> <p><b>Homework:</b> Choice of two tasks from a list of six research / refinement tasks.</p>							
26		27	28	29	30	31	32
			<p><b>Key Attitude: Commitment &amp; Curiosity</b></p> <p><b>Key Knowledge:</b> <i>Research Methods Unit</i>; Planning research, Ethics, Doing Research, Statistics.</p> <p><b>Key Skills:</b> Numeracy &amp; Solving Problems</p> <p><b>Homework:</b> Choice of two tasks from a list of six research/refinement tasks.</p>				
33	34	35	36	37	38	39	

# Year 9 Sociology

Paper 1 Sociology - learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings. Learners will be encouraged to contemplate how they acquire their individual identity. This theme is continued through a detailed study of two agents of socialisation: families and education, which will provide learners with a deeper, more theoretical understanding of the social world and an awareness that the process of socialisation is contested. This will prepare them for paper 2 in year 10

1	2	3	4	5	6	7	8
<b>Key Attitude: Curiosity &amp; Cooperation</b> <b>Key Knowledge:</b> <i>Key Concepts Unit</i> ; Key sociological concepts, Debates over the acquisition of identity, The process of socialisation <b>Key Skills:</b> Independence & Teamwork <b>Homework:</b> Choice of two tasks from a list of six research / refinement tasks.							
9	10	11	12	13	14	15	16
<b>Key Attitude: Consistency &amp; Commitment</b> <b>Key Knowledge:</b> <i>Families unit</i> ; Family diversity and different family forms in the UK and within a global context, Social changes and family structures, Social changes and family relationships, Sociological theories of the role of the family, Criticisms of family <b>Key Skills:</b> Solving problems & Literacy <b>Homework:</b> Choice of two tasks from a list of six research / refinement tasks.							
17	18	19	20	21	22	23	24
<b>Key Attitude: Creativity &amp; Commitment</b> <b>Key Knowledge:</b> <i>Education Unit</i> ; Sociological theories of the role of education, Processes inside schools, Patterns of educational achievement, Factors affecting educational achievement, Factors affecting educational achievement <b>Key Skills:</b> Teamwork & Enquiry <b>Homework:</b> Choice of two tasks from a list of six research / refinement tasks.							
25	26	27	28	29	30	31	32
<b>Key Attitude: Consistency &amp; Commitment</b> <b>Key Knowledge:</b> Research Methods <i>unit</i> ; Usefulness of different types of data, Methods of research, Sampling processes, Practical issues affecting research, Ethical issues affecting research <b>Key Skills:</b> Numeracy & Independence <b>Homework:</b> Choice of two tasks from a list of six research / refinement tasks.							
33	34	35	36	37	38	39	