

	HT1	HT2	HT3	HT4	HT5	HT6
English	<p>A classic text Link text and context</p> <p>Analyse language and effect Make confident and informed response to text.</p> <p>Creating a narrative inspired by the text studied.</p>	<p>Close reading of a range of 19thc and 21stc texts</p> <p>Identifying reliable factual information from a variety of sources. Analysing choices in words, structure and presentational devices. Answering evaluation questions on 19thc Non-Fiction texts.</p>	<p>Reading, performing and discussing the effects of a dramatic work.</p> <p>Use apt subject terminology when writing about the meanings and effects of stylistic features used by the writer.</p> <p>Essay on how a particular character/theme is portrayed.</p>	<p>Convey ideas coherently, using a mostly appropriate register of Standard English.</p> <p>Support response with meaningful facts. Assessment: Spoken individual presentation on a topic of interest e.g. Social inequality Spoken assessment – filmed</p>	<p>‘Romeo and Juliet’</p> <p>Understand the genre of tragedy Confidently read Shakespeare’s language.</p> <p>Extract question and essay.</p>	<p>Develop an informed personal response.</p> <p>Use quotations to support ideas. Explore relationship between poems and the contexts in which they were written.</p> <p>Essay comparing how poets write about parent/child relationships.</p>
Maths	<p>Reasoning with Algebra <i>Straight line graphs</i> <i>Forming and solving equations</i> <i>Testing conjectures</i></p>	<p>Construction in 2 and 3 Dimensions <i>3D Shapes</i> <i>Congruency</i></p>	<p>Reasoning with Number <i>Using percentages</i> <i>Maths and Money</i></p>	<p>Reasoning with Geometry <i>Deduction</i> <i>Ration and translation</i> <i>Pythagoras’ theorem</i></p>	<p>Reasoning with Proportion <i>Enlargements and similarity</i> <i>Solving ratio and proportion problems</i> <i>Rates</i></p>	<p>Representations <i>Solving problems using graphs, tables and algebra</i></p>
RE	<p>Islam</p> <p>Form a basic understanding of the Islam faith. o explore key beliefs and teachings for Muslims.</p>	<p>Believing in god Evil / suffering Creation of universe</p> <p>How do we make sense of the world – creation story / science Why is there suffering? How do I respond to suffering?</p>	<p>Matters of Life & Death Marriage & family life Sanctity of life Abortion Euthanasia Vocation Marriage</p>	<p>Environmental & medical issues</p> <p>Global warming Pollution Stewardship IVF Transplant surgery</p>	<p>Crime & punishment</p> <p>War Just war Terrorism Capital punishment</p>	<p>Judaism</p> <p>To explore Jewish rituals such as Brit Milah and Mourning rituals.</p>

Biology	The Healthy Body	The Healthy Body	Genetics and Evolution	Genetics and Evolution	Working scientifically skills in Biology.	GCSE Biology (AQA)
Chemistry	Metals Atomic structure Periodic Table and its development Properties of metals and non-metals Reaction of metals with air Rusting of iron Reaction of metals with water	Metals Reactions of metals with acids Constructing the reactivity series Using the reactivity series Metal extraction Metal and non-metal oxides Making copper sulfate	Chemical Reactions Conservation of mass Thermal Decomposition Combustion Greenhouse Effect Climate change	Chemical Reactions Exothermic and endothermic reactions Catalysts Ceramics Polymers Composite materials	Working scientifically skills in Chemistry	Atoms Chemical equations Separating mixtures Fractional distillation and paper chromatography History of the atom Structure of the atom Ions, atoms, and isotopes Electronic structures
Physics	Energy Forms of energy. Conservation of energy. Efficiency. Origins of energy – fruit cells, energy in food.	Generating electrical energy in power stations. Renewable energy sources. Power ratings of appliances.	Magnetism. Making magnetic materials. Magnetic fields (including the Earth's) Electromagnets and their uses.	Electrical circuits. Energy in circuits. Resistance. Electrical safety.	Working scientifically skills in Physics	<u>Energy Resources</u> Energy demands, energy from wind, water, sun and earth, energy and the environment, big energy issues.
History	Was the Great War really a 'great' war?	Did the First World War win women the vote?	How far did life change in Nazi Germany?	What were the causes of the Second World War?	How do we remember the Holocaust?	How far did American society change in the 20 th Century?
Geography	Dangerous Planet In this unit pupils learn about the patterns and processes associated with tectonic activity (volcanoes, earthquakes, and tsunamis).	Dangerous Planet Global Fashion (Globalisation)	Global Fashion (Globalisation)	Russia The aim of this unit is to develop, or build on, students' knowledge of the vast country of Russia, its regions, its general physical features	Glaciated Landscapes in the UK	Glaciated Landscapes in the UK

French	Holidays *Talking about holidays *revising the verbs avoir and être *saying what you did during the holiday *using the perfect tense of regular verbs	Festivals and Celebrations *Talking about festivals and celebrations *Describing festivals and special days *Buying food *Strategies to help with challenging listening activities *Future plans for New Year	Television, Cinema and Digital Technology *Talking about celebrities and TV programmes *Arranging to go to the cinema, buying tickets, *Using negatives *Using three tenses	Area, Helping at home, Daily Routine and Weather *Discussing weather *Talking about where you live *Talking and describing Daily Routine *Using reflexive verbs *Using irregular adjectives *Writing in three tenses	Opinions on Sport, Injuries and Illnesses, Asking and giving Directions, *Using jouer a/de *Asking the way and giving directions *Talking about injuries and illnesses *Interviewing a Sports person	Cultural studies and metacognitive skills *French film Profile of French actor/actress Film Review *Focus on Regions of France – Normandy, Bretagne, Provence
Spanish	Talking about things they like doing, their week, about films and about birthday celebrations. Present and near Future tenses for all sets and preterite tense for set 1. Expressing opinions.	Talking about job tasks/routines, careers and ideal jobs. Combining 3 tenses. Conditional and future tenses combined for set 1.	Talking about healthy living, diet and exercise. Body parts and ailments, seeking and giving advice. Stem-changing verbs (preferir/jugar) Role play skills	Learning about human rights, volunteering, solidarity, and free trade, recycling and fundraising. Reading skills. Using general knowledge to work out meaning.	Meeting and greeting people. Giving and seeking information about tourist attractions. Expressions with 'tener'. Using the comparative and the superlative. Understanding 'tú' and 'usted'. Combining 3 tenses.	Summer project – Film: Olé, el viaje de Ferdinand, booklet and resources on the film. Learning about Spanish culture and traditions, flamenco, and the controversy around bullfighting. Picasso (link with Art as they cover Picasso in KS3). Research & presentation skills
PE	Year 9 - 1 x 6 week block of taught activity					

	Invasion Games – Netball, Handball, Football and Basketball Net/wall Games Volleyball, Tennis Individual/Performance Dance, Gymnastics, Athletics Health Related Exercise Fitness Outdoor and adventurous Activities Urban Adventure Striking/Field Rounders					
Music	The Blues <ul style="list-style-type: none"> • The Blues – History and context • Form and structure of 12-Bar Blues • Singing • Playing Chords & Walking Bass 	<ul style="list-style-type: none"> • Performing “Rock Around The Clock” • The Blues listening exercises • Singing 	<ul style="list-style-type: none"> • Composing own Blues song • Writing Lyrics • Improvising 	Riffs & Ostinatos <ul style="list-style-type: none"> • Identifying and listening to riffs and ostinatos. • Exploring textures • Learning and performing the riffs from “The Tide is High” 	<ul style="list-style-type: none"> • Learning and performing the riffs from “Tubular Bells” • Irregular time signatures. 	<ul style="list-style-type: none"> • Composing own piece of music based on riffs and ostinatos.
DT	ART <ul style="list-style-type: none"> • Introduction of 4 GCSE Art Assessment objectives – Develop, Refine, Record, Present. • Refine – practical workshops to introduce new skills and media. • Develop – Starting point given and pupils asked to research their own artist/s as starting points. • Record – record relevant ideas through the selection of appropriate materials and images. Including images off the internet, magazines and their own 	FOOD <ul style="list-style-type: none"> • Diets for teens – What young people eat, where they eat and what is healthy • Recap Eatwell Guide and nutrition – macro/micro nutrients, functions of nutrients, good food sources and excess/deficiency • Recipe modification • Practical work – development of skills; layering, shortcrust pastry, preparation of 		DRAMA 7 Deadly Sins <ul style="list-style-type: none"> • Devising skills • Techniques: Role play, cross cutting, essence machine, marking the moment, still image, thought tracking, writing skills, narration (confidently lead group through rehearsals and stay completely focussed) 		

	<p>photographs. Using artists' ideas to inform their own work.</p> <ul style="list-style-type: none"> • Present – Present a final piece/s of work – working to strengths, and showing critical links using suitable media and images collected, 	<p>meat and vegetables, stir frying, creaming method, use of convenience pastry</p> <ul style="list-style-type: none"> • Evaluating/star profiles • Recipe modification • Practical work – further development of skills; layering, shortcrust pastry, preparation of meat and vegetables, stir frying, creaming method, use of convenience pastry • Theory of different types of pastry • Terminology e.g. julienne – link to stir fry • Evaluating/star profiles 	<p>Bentley & Craig</p> <ul style="list-style-type: none"> • Building of tension, climax, anti-climax (adequate awareness of the importance of historical context in a performance) <p>Being Beautiful</p> <ul style="list-style-type: none"> • Intro to wider mental health issues • Further development of characterisation and devising skills. • Choral speaking/movement skills (Show a good variety of emotional range personal interpretation is sensitive) <p>Protest</p> <ul style="list-style-type: none"> • Unison & Cannon and building on Choral skills, Juxtaposition (perform confidently, form own work and shape into a good dramatic structure, adequate awareness of the importance of political context in a performance)
DT	<p>COMPUTER SCIENCE/ICT</p> <p>Computer Science (Strand 1) Algorithms Text Based Programming - Python Binary/Hexadecimal Logic gates/Encryption Hardware/Software Ethical, Environmental Issues</p> <p>ICT Skills/Information Technology (Strand 2) ICT project – planning skills, creative skills – either artwork or web design. Skills follow through into KS4 course requirements.</p>	<p>DESIGN TECHNOLOGY</p> <p>Health and Safety Demo Tools and Equipment Research task- Art Deco design Designing and Developing ideas with annotation Modelling and Testing ideas using card Using CAD CAM to design a mould for casting metal Demo how to cast metal using a mould created by the students Finishing skills using Diamond files and Wet and Dry paper</p>	<p>HEALTH AND SOCIAL CARE</p> <p>Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. 1. Main life stages 2. PIES growth and development in the main life stages Component 3 The factors that affect health and wellbeing, learning about physiological and lifestyle indicators.</p>

	2019-20 likely to be developing an interface for a problem (KS4 BTEC Tech award exposure)	Designing packaging using CAD CAM graphics vacuum Forming plastic for packaging Assembling product Photographing and Evaluation	
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