

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p><b>Novel</b> <b>Who is in control of you?</b> 'Animal Farm' by George Orwell' <b>Literature Paper 2</b></p> <ul style="list-style-type: none"> <li>➤ Drama – horror (Yr9)</li> </ul>	<p><b>Shakespeare play</b> <b>What is the difference between a tragedy and the merely tragic?</b> 'Romeo &amp; Juliet' <b>Literature Paper 1</b></p> <ul style="list-style-type: none"> <li>➤ Drama – stage combat (Y8)</li> </ul>	<p><b>Non-fiction: Media and Journalism</b> <b>How are we manipulated?</b> Newspapers anthology Sp. &amp; Lis. Persuade <b>Language Paper 2</b></p> <ul style="list-style-type: none"> <li>➤ Music – music in the media</li> <li>➤ IT – formatting</li> <li>➤ Geography – Extreme Survival use of media (Y9)</li> </ul>	<p><b>19<sup>th</sup> century short stories / extracts:</b> <b>Escapism or justice?</b> Arthur Conan Doyle: 'The Speckled League Band' &amp; 'The Red-Headed League' <b>Literature Paper 1</b></p> <ul style="list-style-type: none"> <li>➤ Drama – mystery plays (Y7)</li> <li>➤ History – 19<sup>th</sup> Century / Crime &amp; Punishment (Y9)</li> <li>➤ Mathematics – graphs</li> </ul>	<p><b>Creative writing</b> <b>How has my writing style developed?</b> Descriptive Writing: Images <b>Language Paper 1</b></p> <ul style="list-style-type: none"> <li>➤ Art – perspectives – reading of images (Terms 2/5 – Y9)</li> <li>➤ Geography – photo analysis (Y7,8 &amp; 9)</li> <li>➤ French – Holidays (Y9)</li> </ul>	<p><b>Poetry</b> <b>Man and monster: one and the same?</b> 'Man &amp; Monster' – poetry anthology <b>Literature Paper 2</b></p> <ul style="list-style-type: none"> <li>➤ History – WW1 (Y9, T2)</li> <li>➤ E &amp; P – Judaism (Y9)</li> </ul>
<b>Maths</b>	<p><b>Mathematics in nature</b></p> <ul style="list-style-type: none"> <li>• Powers and roots</li> <li>• Sequences</li> <li>• Drawing graphs</li> <li>• Transformations</li> </ul>	<p><b>The construction site</b></p> <ul style="list-style-type: none"> <li>• Ratios</li> <li>• Volume</li> <li>• Circles</li> <li>• Pythagoras</li> <li>• Proportion</li> </ul>	<p><b>You know the score</b></p> <ul style="list-style-type: none"> <li>• Solving equations</li> <li>• Statistical diagrams and charts</li> <li>• Probability diagrams</li> <li>• Mean from a table</li> </ul>	<p><b>Supermarket success</b></p> <ul style="list-style-type: none"> <li>• Inequalities</li> <li>• Writing formulae</li> <li>• Percentages</li> <li>• Simultaneous equations</li> </ul>	<p><b>The universal language</b></p> <ul style="list-style-type: none"> <li>• HCF and LCM</li> <li>• Expanding and factorising</li> <li>• Angles in polygons</li> <li>• Fractions</li> </ul>	<p><b>Formula one</b></p> <ul style="list-style-type: none"> <li>• Vectors</li> <li>• Scale drawings, construction and loci</li> <li>• Compound units</li> <li>• Straight lines</li> </ul>
<b>Science</b>	<p><b>GCSE course</b> Cell structure Model of the atom Energy Stores</p>	<p><b>GCSE course</b> Cell structure Periodic Table Energy Stores</p>	<p><b>GCSE course</b> Transport in cells Chemical bonds Conservation of energy</p>	<p><b>GCSE course</b> Transport in cells Chemical bonds National and global energy resources</p>	<p><b>GCSE course</b> Communicable disease Properties of substances Change of state</p>	<p><b>GCSE course</b> Communicable disease Structure and bonding of carbon Internal energy</p>

<b>Art</b>	<b>In art we work on a rotation system, so students might not undertake the work in the order presented</b>					
	"Surrealism" methods and meanings, with additional focus on accurate observation	<b>"Surreal" project</b> - Digital and practical experimentation into surrealism with a focus on dream, emotions and originality.	<b>"Surreal" outcome,</b> exploring art's relationship with graphic communication, with additional focus on composition and use of shadows and 3D form.	<b>A "Pop Art"</b> inspired project - exploration of arts relationship to popular culture , selecting and exploring a range of starting points and working with line.	<b>Experimenting with Pop Art</b> methods and developing raised surface, relief and 3D ideas.	<b>Contemporary interpretations of Pop Art</b> exploring the possibility of creative, collaborative outcomes.
<b>Computing</b>	<b>IC3 Computing fundamentals</b> Computer science	<b>IC3 Computing fundamentals</b> Computer science	<b>IC3 Key Applications</b> Computer science	<b>IC3 Key Applications</b> Computer science	<b>IC3 Online living</b> Computer science	<b>IC3 Online living</b> Computer science
<b>Dance</b>	<b>Cultural Dance: Capoeira</b> Students will explore attacking and defending, counterbalances, counter tensions, contact. Key capoeira actions – low level cartwheel, ginga.	<b>Cultural Dance: Capoeira</b> Students will explore attacking and defending, counterbalances, counter tensions, contact. Key capoeira actions – low level cartwheel, ginga.	<b>Thematic Dance: Pressure</b> Series of tableaux which communicate pressure. Strong, fast performance quality. Travelling under, over and around. Manipulation	<b>Thematic Dance: Pressure</b> Series of tableaux which communicate pressure. Strong, fast performance quality. Travelling under, over and around. Manipulation	<b>Cultural Dance: Bollywood</b> Range of hand and feet positions. Reference to a range of Bollywood work in choreography. Range of choreographic devices – question and answer, lead and follow, meet and part and opposition.	<b>Cultural Dance: Bollywood</b> Range of hand and feet positions. Reference to a range of Bollywood work in choreography. Range of choreographic devices – question and answer, lead and follow, meet and part and opposition.

<b>D &amp; T</b>	<b>Please note: in D &amp; T we work in a rotation, so the order of projects might be different to what is listed</b>					
	<b>Textiles – experimental challenge:</b> With a focus on a wide variety of skills and techniques including, dyes, heat press and applique.	<b>Textiles - making:</b> a focus on machine skills and the fashion design process	<b>Textiles:</b> Experimentation and application of fabric manipulation, printing methods and surface decoration.	<b>Introduction to nutrition and diet:</b> including diet through life and health eating choices.	<b>Exploration of cooking methods:</b> Including heat transference, poaching, sauté and stewing.	<b>Introduction and investigation of food provenance and looking at the impact of food mileage:</b> Exploring international cuisine and how it has affected our eating habits.
<b>Drama</b>	<b>Horror -</b> Atmosphere, Mood, Storytelling, Vocal skills, Physical control, Characterisation.	<b>Devised Horror -</b> Atmosphere, Mood, Storytelling, Vocal skills, Physical control, Characterisation, Ensemble, Devising.	<b>Practitioners -</b> Style of performance, Vocal skills, Physical control.	<b>Practitioners Devising -</b> Style of performance, Vocal skills, Physical control, Devising.	<b>Commedia dell'Arte -</b> Style of performance, Vocal skills, Physical control, Characterisation.	<b>Commedia dell'Arte -</b> Style of performance, Vocal skills, Physical control, Characterisation.
<b>E &amp; P</b>	<b>Term 1 &amp; Term 2</b> Multi-culturalism Multi-culturalism in Britain Advantages & disadvantages of multi-culturalism Difficulties of culture clash in Britain for teenagers Islamophobia Terrorism Religions working together Religious conflict - Ireland, war against terrorism Interfaith network	<b>Term 1 &amp; Term 2</b> Multi-culturalism Multi-culturalism in Britain Advantages & disadvantages of multi-culturalism Difficulties of culture clash in Britain for teenagers Islamophobia Terrorism Religions working together Religious conflict - Ireland, war against terrorism Interfaith network	<b>Big Questions</b> Problem of evil Creation stories The environment Animal rights Genocide Holocaust Forgiveness Love & marriage Sex & relationships	<b>Big Questions</b> Problem of evil Creation stories The environment Animal rights Genocide Holocaust Forgiveness Love & marriage Sex & relationships	<b>Big Questions</b> Problem of evil Creation stories The environment Animal rights Genocide Holocaust Forgiveness Love & marriage Sex & relationships	<b>Big Questions</b> Problem of evil Creation stories The environment Animal rights Genocide Holocaust Forgiveness Love & marriage Sex & relationships

<p><b>Geography</b></p>	<p><b>Global biomes</b></p> <ul style="list-style-type: none"> <li>• Location/characteristics of rainforests</li> <li>• Rainforest threats / management</li> <li>• Location and characteristics of cold environment</li> <li>• Case study of Svalbard</li> </ul>	<p><b>Africa</b></p> <ul style="list-style-type: none"> <li>• Human and physical features</li> <li>• Life in the horn of Africa</li> <li>• Tourism and development</li> </ul>	<p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>• Understanding of the range of cartographic, statistical and graphical</li> </ul>	<p><b>Earth's resources</b></p> <ul style="list-style-type: none"> <li>• HDI</li> <li>• Energy mix</li> <li>• Food and water – issues and management</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Geographical enquiry</li> <li>• Sampling</li> <li>• Data presentation</li> <li>• Data analysis</li> <li>• Health and safety</li> </ul>	<p><b>Sustainable decision making</b></p> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Justification</li> <li>• Geographical decision making</li> </ul>
<p><b>History</b></p>	<p><b>World War One Skills: source analysis and interpretation skills</b></p> <ul style="list-style-type: none"> <li>• Long term causes of WWI</li> <li>• Short term causes of WWI</li> <li>• Recruitment</li> <li>• Trenches</li> <li>• Weaponry</li> <li>• The Somme</li> <li>• War Horse</li> <li>• Conscientious Objectors</li> <li>• Shell shock</li> <li>• Armistice</li> <li>• Treaty of Versailles</li> </ul>	<p><b>USA boom, bust and recovery Skills: period study skills (consequences, narrative account and historical importance)</b></p> <ul style="list-style-type: none"> <li>• American society 1920s</li> <li>• Prejudice in 1920s</li> <li>• Prohibition</li> <li>• Flappers</li> <li>• Wall Street Crash</li> <li>• Great Depression</li> <li>• New Deal</li> </ul>	<p><b>Rise of Dictators Skills: depth study (cause and consequence, judgement)</b></p> <ul style="list-style-type: none"> <li>• Dictators vs democracy</li> <li>• Russia in the C20</li> <li>• Fall of Tsar Nicholas II</li> <li>• Marxist – Leninism</li> <li>• October Revolution</li> <li>• Fascism in the C20</li> <li>• Hitler's ideology</li> <li>• Munich Putsch</li> <li>• Germany in the 1930s</li> <li>• Nazi Propaganda</li> <li>• Hitler as Chancellor</li> </ul>	<p><b>World War Two Skills: thematic skills (similarity and differences, continuity and change, causes of change)</b></p> <ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Causes of WWII</li> <li>• Dunkirk spirit</li> <li>• Battle of Britain</li> <li>• The Blitz</li> <li>• Evacuees</li> <li>• The Homefront</li> <li>• War in the Pacific</li> <li>• D Day</li> <li>• German defeat</li> <li>• Dropping of the Atomic bomb</li> <li>• Peace in 1945</li> </ul>	<p><b>The Holocaust Skills: depth study skills (key features, causation, significance)</b></p> <ul style="list-style-type: none"> <li>• Persecution</li> <li>• Anti-semitism in Europe</li> <li>• Jewish life before Hitler</li> <li>• Nazi policies in 1930s</li> <li>• Life in the Ghettos</li> <li>• Concentration and death camps</li> <li>• Jewish resistance</li> <li>• German resistance</li> </ul>	<p><b>Post-War Britain Skills: thematics skills (continuity and change, causation, significance)</b></p> <ul style="list-style-type: none"> <li>• Founding of the NHS</li> <li>• United Europe</li> <li>• Indian Independence</li> <li>• From Empire to Commonwealth</li> <li>• The Windrush Generation</li> <li>• Multicultural Britain</li> <li>• The Miners' Strike</li> <li>• The Troubles</li> </ul>

<p><b>MFL</b></p>	<p><b>Personal life recap</b> GCSE Theme 1</p> <ul style="list-style-type: none"> <li>Talking about yourself (see term1 y7)</li> <li>Analysing your personality/ good and bad points</li> <li>Saying what you like and dislike to do</li> <li>Saying how you would like to be</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>English – autobiographical writing</li> </ul>	<p><b>Healthy living</b> GCSE Theme 2</p> <ul style="list-style-type: none"> <li>Talking about health and unhealthy food choices, including what you have eaten recently</li> <li>Saying what you will do to stay healthy in the future</li> <li>Talking about feeling ill using different parts of the body.</li> <li>Understanding the harmful effects of smoking/drinking</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>PSHE – healthy living</li> </ul>	<p><b>Future plans and ambitions</b> GCSE Theme 3</p> <ul style="list-style-type: none"> <li>Talking about subject options next year and beyond</li> <li>Talking about future study plans</li> <li>Talking about jobs in the future</li> <li>Talking about ambitions for lifestyle and family</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Careers – options and future plans</li> </ul>	<p><b>Travel and destination plans</b> GCSE Theme 2</p> <ul style="list-style-type: none"> <li>Saying where/when/how you want to travel</li> <li>Buying tickets</li> <li>Seeking information in a tourist office</li> <li>Describing accommodation</li> <li>Planning activities</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Geography – travel planning</li> </ul>	<p><b>Rights and responsibilities</b> GCSE Theme 2</p> <ul style="list-style-type: none"> <li>Talking about what you do to help others at home</li> <li>Talking about environmental problems</li> <li>Saying what you do/have done/will do to help the environment</li> <li>Understanding problems faced by young people – relationships, stress.</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>PSHE – personal responsibilities/getting involved/helping others</li> </ul>	<p><b>Revision/culture/research</b></p> <ul style="list-style-type: none"> <li>Appreciating cultural sources: Poetry, Music, Art, Film</li> <li>Noting key techniques/structures/themes</li> <li>Producing a personal response either in English or French</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Art/Music – expressing a personal response – key terminology</li> </ul>
<p><b>Music</b></p>	<p><b>1960S and The Beatles</b> Playing melody chords or simple bass to a performance of The Beatles.</p>	<p><b>Chords and Scales</b> Moving on from last year's song writing module, students will learn the theory of different scales and how to construct music in a choice of styles using theoretical conventions.</p>	<p><b>Billie Jean – 1980s</b> Performing various layers of Billie Jean within a whole song structure.</p>	<p><b>Music In the Media</b> Learning musical conventions used in a variety of settings including adventure and horror and then composing in those styles.</p>	<p><b>Song writing and playing</b> An extension of chords and scales and music in the media. Students continue to compose in their own style.</p>	<p><b>Final Performance project</b> Students will create a performance, re-mix, or original song.</p>

<b>PE (outdoor)</b>	Rugby/Netball	Rugby/Netball	Football	Football	Cricket / Rounders Tennis	Cricket / Rounders Tennis
<b>PE (indoor)</b>	Fitness/Badminton / Basketball or Trampolining (rotation)	Fitness/Badminton / Basketball or Trampolining (rotation)	Fitness/Badminton / Basketball or Trampolining (rotation)	Fitness/Badminton / Basketball or Trampolining (rotation)	Athletics	Athletics
<b>PE (fitness)</b>	Fitness fortnight	Fitness fortnight	Fitness fortnight	Fitness fortnight	Fitness through Athletics	Fitness through Athletics