

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Novel Who is in control of you?</p> <p>'Animal Farm' by George Orwell</p> <p>Literature Paper 2</p> <ul style="list-style-type: none"> Drama – horror 	<p>Creative writing Have I developed as a writer and my style of writing?</p> <p>Descriptive Writing: Images Extracts from literature</p> <p>Language Paper 1</p> <ul style="list-style-type: none"> Art – Perspectives – Reading of Images Geography – Photo Analysis French - Holidays 	<p>Poetry Man and monster – one and the same?</p> <p>'Man & Monster' - poetry anthology</p> <p>Literature Paper 2</p> <ul style="list-style-type: none"> History – WW2 E&P – Judaism 	<p>Non-fiction: Media & Journalism How fake is fake news?</p> <p>Persuade and argue</p> <p>Language Paper 2</p> <ul style="list-style-type: none"> Music – music in the media IT – formatting Geography – Extreme Survival use of media 	<p>Shakespeare play What is the difference between a tragedy and the merely tragic?</p> <p>'Romeo & Juliet'</p> <p>Literature Paper 1</p> <ul style="list-style-type: none"> Drama – Stage Combat 	<p>19th century short stories / extracts: What makes a detective story?</p> <p>Arthur Conan Doyle: 'The Speckled League Band' & 'The Red-Headed League'</p> <p>Literature Paper 1</p> <ul style="list-style-type: none"> Drama – mystery plays History – 19th Century / Crime & Punishment Mathematics – graphs
Maths	<p>Mathematics in nature</p> <ul style="list-style-type: none"> Powers and roots Sequences Drawing graphs Transformations 	<p>The construction site</p> <ul style="list-style-type: none"> Volume Circles Pythagoras Forming and solving equations 	<p>You know the score</p> <ul style="list-style-type: none"> Statistical diagrams and charts Probability diagrams 	<p>Supermarket success</p> <ul style="list-style-type: none"> Ratio and Proportion Mean from a table Percentages 	<p>What is common?</p> <ul style="list-style-type: none"> HCF and LCM Expanding and factorising Fractions 	<p>Big and little</p> <ul style="list-style-type: none"> Angles in Polygons Scale drawings, construction and loci
Science	GCSE course	GCSE course	GCSE course	GCSE course	GCSE course	GCSE course
Art	In art, we work on a rotation system, so students might undertake the work in a different order.					
	"Surrealism" Methods and meanings, with	"Surreal project" Digital and practical experimentation into	"Surreal outcome" Exploring art's relationship with	A "Pop Art " inspired project	Experimenting with Pop Art	Contemporary interpretations of Pop Art

	additional focus on accurate observation.	surrealism with a focus on dreams, emotions and originality and personalised content .	graphic communication, with additional focus on composition and use of shadows and 3D form.	Exploration of arts relationship to popular culture, selecting and exploring a range of starting points and working with line.	Methods and developing raised surface, relief and 3D ideas.	Exploring the possibility of creative collaborative outcomes.
Computing	Cybersecurity <ul style="list-style-type: none"> Explain what Malware is Explain why security is needed Explain ho to manage security software 	Representing sound and images <ul style="list-style-type: none"> Describe how an image can be represented as a sequence of bits Describe how colour is represented Perform basic manipulation of images Define key terms for representing sound Calculate sizes for stored images or sound Perform basic sound editing 	Python <ul style="list-style-type: none"> Use iteration appropriately Develop solutions to simple problems 	Physical Computing <ul style="list-style-type: none"> Use sequence selection, iteration in a Python program on the Micro:bit 	Effective and appropriate use of the internet <ul style="list-style-type: none"> Explain the difference between plagiarism and citation Understand that there are legal implications to using the internet 	Identify and solve a problem <ul style="list-style-type: none"> Apply the concepts of computational thinking to a problem Identify how to solve the problem in its simplest form
D&T	<p>Please note: In technology we work in a rotation, so the order of projects might be different to what is listed. We are also running a trail scheme of work that will be provided in a 4 part rotation during the school year for some students.</p> <p>Exploration of modelling and 3D making techniques, exploring the properties or materials and construction methods.</p>					

	Exploring collaborative work on the theme of food packaging and point of sale display using modelling and 3D making techniques.					
	<p>Textiles</p> <p>Experimental challenge. With a focus on a wide variety of skills and techniques, including tie-dye, batik and embellishments methods.</p>	<p>Textiles</p> <p>Making a final outcome, including combining, sewing and manipulating with a link to fashion design process.</p>	<p>Resistant materials</p> <p>Working with metals exploring technical drawings methods. Students will also explore the properties of metal. Practically, students will explore the design possibilities in tool construction and use</p>	<p>Exploring resistant materials</p> <p>Jewellery design and manufacture using Pewter : Exploring modelling, moulding and casting with a focus on safety .</p>	<p>Exploring international cuisine and how it has affected our eating habits (Indian, Asian, Italian)</p>	<p>Practical exploration of cooking methods, including frying, boiling, baking, grilling and saute. Investigation of food provenance and the impact of food mileage.</p>
Drama	<p>Horror Atmosphere, Mood, Storytelling, Vocal skills, Physical control, Characterisation.</p>	<p>Devised Horror Atmosphere, Mood, Storytelling, Vocal skills, Physical control, Characterisation, Ensemble, Devising.</p>	<p>Practitioners Style of performance, Vocal skills, Physical control.</p>	<p>Practitioners Devising Style of performance, Vocal skills, Physical control, Devising.</p>	<p>Film Study of genre, mise-en-scene, shot types, directorial choices and decisions.</p>	<p>Film Study of genre, mise-en-scene, shot types, directorial choices and decisions.</p>
E & P	<p>Christian Practices</p> <ul style="list-style-type: none"> • The Church • Sacraments – Baptism • Sacraments – Eucharist • Prayer • Pilgrimage 	<p>Ethics and Crime</p> <ul style="list-style-type: none"> • Elizabeth Fry and Prison reformation • Capital Punishment • Restorative Justice • Murder Mystery 	<p>Humanism – Non-religious beliefs</p> <ul style="list-style-type: none"> • What is Humanism? • Humanist Ethics • Humanist Decisions • Humanism and Animal Testing 	<p>The Power of One</p> <ul style="list-style-type: none"> • Malala • Nelson Mandela • Rev. Martin Luther King Jnr • Mother Teresa • Mahatma Gandhi 	<p>War and Peace</p> <ul style="list-style-type: none"> • Forgiveness & Reconciliation • Causes of War • The Just War Theory • Pacifism • Judaism - Holocaust 	<p>Introduction to Islam</p> <ul style="list-style-type: none"> • The 5 Pillars of Islam • Eid Celebrations • The Prophet Muhammad • Sunni and Shia Islam

<p>Geography</p>	<p>Global biomes</p> <ul style="list-style-type: none"> • Location/characteristics of rainforests • Rainforest threats / management • Location and characteristics of cold environment • Case study of Svalbard 	<p>Africa</p> <ul style="list-style-type: none"> • Human and physical features • Life in the horn of Africa • Tourism and development 	<p>Geographical skills</p> <ul style="list-style-type: none"> • Understanding of the range of cartographic, statistical and graphical 	<p>Earth's resources</p> <ul style="list-style-type: none"> • HDI • Energy mix • Food and water – issues and management 	<p>Fieldwork</p> <ul style="list-style-type: none"> • Geographical enquiry • Sampling • Data presentation • Data analysis • Health and safety 	<p>Geographical issues</p> <ul style="list-style-type: none"> • Current issues and evaluation • For example, Food
<p>History</p>	<p>World War One Skills: source analysis and interpretation skills</p> <ul style="list-style-type: none"> • Long term causes of WW1 • Short term causes of WW1 • Recruitment • Trenches • Weaponry • The Somme • Conscientious Objectors • Shell Shock • Armistice • Treaty of Versailles 	<p>USA boom, bust and recovery Skills: period study skills (consequences, narrative account and historical importance)</p> <ul style="list-style-type: none"> • American society 1920s • Prejudice in 1920s • Prohibition • Flappers • Wall Street Crash • Great Depression • New Deal 	<p>Rise of Dictators Skills: depth study (cause and consequence, judgement)</p> <ul style="list-style-type: none"> • Dictators vs. Democracy • Communism vs. Capitalism • Russia in the C20 • Fall of Tsar Nicholas II • Marxist-Leninism • October Revolutions • Fascism in the C20 • Hitler's ideology • Weimar Germany • Munich Putsch • Germany in the 1930s 	<p>World War Two Skills: thematic skills (similarity and differences, continuity and change, causes of change)</p> <ul style="list-style-type: none"> • Appeasement • Causes of WWII • Dunkirk Spirit • Battle of Britain • The Blitz • Evacuees • The Homefront • War in the Pacific • D Day • German Defeat • Dropping of the Atomic bomb • Peace in 1945 	<p>The Holocaust Skills: depth study skills (key features, causation, significance)</p> <ul style="list-style-type: none"> • Persecution • Anti-Semitism in Europe • Jewish life before Hitler • Nazi policies in 1930s • Life in the Ghettos • Concentration and death camps • Jewish resistance • German resistance 	<p>Post-War Britain Skills: thematic skills (continuity and change, causation, significance)</p> <ul style="list-style-type: none"> • Migration to Britain during WW1 • Migration to Britain during WW2 • From Empire to Commonwealth • The Windrush Generation • Multicultural Britain • Bristol Bus Boycotts

			<ul style="list-style-type: none"> Nazi Propaganda Hitler as Chancellor 			
MFL	<p>Personal life recap GCSE Theme 1</p> <ul style="list-style-type: none"> Recapping key vocabulary: family members, personal details, physical description, likes and dislikes, house. <p>Curriculum links:</p> <ul style="list-style-type: none"> English – autobiographical writing 	<p>Healthy living GCSE Theme 2</p> <ul style="list-style-type: none"> Recapping vocabulary for foods. Recapping meals Recapping food preferences <p>Curriculum links:</p> <ul style="list-style-type: none"> PSHE – healthy living 	<p>Future plans and ambitions GCSE Theme 3</p> <ul style="list-style-type: none"> Recapping near future tense <p>Curriculum links:</p> <ul style="list-style-type: none"> Careers – options and future plans 	<p>French-speaking countries GCSE Theme 2</p> <ul style="list-style-type: none"> Recapping countries / seasons/ weather <p>Curriculum links:</p> <ul style="list-style-type: none"> Geography – Dom-Toms 	<p>Travel and destination plans GCSE Theme 1</p> <ul style="list-style-type: none"> Time/prices Recapping places in a town 	<p>Film GCSE Theme 2</p> <ul style="list-style-type: none"> Discuss in English to access key ideas Populaire – life in the 1950s Chocolat – life as a black artist in France <p>Curriculum links:</p> <ul style="list-style-type: none"> Art/Music – expressing a personal response – key terminology Respectful behaviours
Music	<p>Muscore – Students will learn how to</p> <ul style="list-style-type: none"> Use Muscore to write compositions in western notation Use the software to duplicate themes and then create arrangements of them <p>Links to GCSE Music</p>	<p>Opera to Musicals – Students will learn how to</p> <ul style="list-style-type: none"> Play pieces from well-known Operas and Musicals using correct hand technique and accompaniment Identify how singing on the stage has progressed over the centuries 	<p>Film Music – Students will learn how to</p> <ul style="list-style-type: none"> Compose music for a horror film and also to play leitmotifs Explain what a leitmotif is and how they are used in film Demonstrate an understanding of key composers’ 	<p>Gaming Music – Students will learn how to</p> <ul style="list-style-type: none"> Use Soundtrap to create music which fits precisely with a computer game clip, including cues, pickups and scene changes Articulate how gaming music has changed over the 	<p>African and Indian Music – Students will learn how to</p> <ul style="list-style-type: none"> Use their aural skills to create Polyrhythms on Djembe drums and also to perform and compose an Indian Rag Identify and demonstrate devises which are 	<p>Bands – Students will learn how to</p> <ul style="list-style-type: none"> Work as part of an ensemble to recreate a song of their choice on various instruments Identify how music has developed during the 1900s – present time and key influences End of year project on Artists and composing Rap music <p>Links to GCSE Music</p>

		<ul style="list-style-type: none"> Use their bodies to correctly support the voice –this will also be linked to wellbeing <p>Links to GCSE Music</p>	<p>lives and works in the industry</p> <p>Links to GCSE Music</p>	<p>years and how the industry works</p>	<p>specialist to Africa and India in their music</p> <ul style="list-style-type: none"> Relate to different cultures and how they impact western music <p>Links to GCSE Music</p>	
PE (outdoor)	Netball	Netball	Football Rugby	Football Rugby	Athletics Cricket Rounders Tennis	Athletics Cricket Rounders Tennis
PE (indoor)	Covered on a rotation * for terms 1, 2, 3 and 4					
	Badminton * Basketball * Fitness * Gymnastics * Trampolining *	Badminton * Basketball * Fitness * Gymnastics * Trampolining *	Badminton * Basketball * Fitness * Gymnastics * Trampolining *	Badminton * Basketball * Fitness * Gymnastics * Trampolining *		
RSHE	<p>Health and wellbeing</p> <p>Peer influence, substance use and gangs</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Living in the wider world</p> <p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>Relationships</p> <p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Health and wellbeing</p> <p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid.</p>	<p>Relationships</p> <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.</p>	<p>Living in the wider world</p> <p>Employability skills</p> <p>Employability and online presence.</p>