

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<b>R: Poetry Anthology: 'Man and Monster'</b>	<b>W: Fiction extracts with descriptive writing. (Lang AO 5&amp;6)</b>  <b>AP: Descriptive writing.</b>	<b>R/W Shakespeare's Romeo and Juliet.</b>  <b>Oracy: Monologue</b>  <b>AP: Spoken language: monologue.</b>	<b>R/W: Shakespeare's Romeo and Juliet</b>  <b>AP: Reading assessment</b>	<b>R/W: Non-Fiction: Media and journalism.</b>	<b>R: An introduction to GCSE including A Yellow Wallpaper.</b>
<b>Maths</b>	<b>Mathematics in nature</b> <ul style="list-style-type: none"> <li>• Powers and roots</li> <li>• Sequences</li> <li>• Drawing graphs</li> <li>• Transformations</li> </ul>	<b>The construction site</b> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Circles</li> <li>• Pythagoras</li> <li>• Forming and solving equations</li> </ul>	<b>You know the score</b> <ul style="list-style-type: none"> <li>• Statistical diagrams and charts</li> <li>• Probability diagrams</li> </ul>	<b>Supermarket success</b> <ul style="list-style-type: none"> <li>• Ratio and Proportion</li> <li>• Mean from a table</li> <li>• Percentages</li> </ul>	<b>What is common?</b> <ul style="list-style-type: none"> <li>• HCF and LCM</li> <li>• Expanding and factorising</li> <li>• Fractions</li> </ul>	<b>Big and little</b> <ul style="list-style-type: none"> <li>• Angles in Polygons</li> <li>• Scale drawings, construction and loci</li> </ul>
<b>Science</b>	<b>GCSE course</b>	<b>GCSE course</b>	<b>GCSE course</b>	<b>GCSE course</b>	<b>GCSE course</b>	<b>GCSE course</b>
<b>Art</b>	In art, we work on a rotation system, so students might undertake the work in a different order.					
	<b>"Surrealism"</b> Methods and meanings, with additional focus on accurate observation.	<b>"Surreal project"</b> Digital and practical experimentation into surrealism with a focus on dreams, emotions and originality and personalised content .	<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 " inspired project</b> 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 .

<p><b>Computing</b></p>	<p><b>Cybersecurity</b></p> <ul style="list-style-type: none"> <li>• Explain what Malware is</li> <li>• Explain why security is needed</li> <li>• Explain ho to manage security software</li> </ul>	<p><b>Representing sound and images</b></p> <ul style="list-style-type: none"> <li>• Describe how an image can be represented as a sequence of bits</li> <li>• Describe how colour is represented</li> <li>• Perform basic manipulation of images</li> <li>• Define key terms for representing sound</li> <li>• Calculate sizes for stored images or sound</li> <li>• Perform basic sound editing</li> </ul>	<p><b>Python</b></p> <ul style="list-style-type: none"> <li>• Use iteration appropriately</li> <li>• Develop solutions to simple problems</li> </ul>	<p><b>Physical Computing</b></p> <ul style="list-style-type: none"> <li>• Use sequence selection, iteration in a Python program on the Micro:bit</li> </ul>	<p><b>Effective and appropriate use of the internet</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between plagiarism and citation</li> <li>• Understand that there are legal implications to using the internet</li> </ul>	<p><b>Identify and solve a problem</b></p> <ul style="list-style-type: none"> <li>• Apply the concepts of computational thinking to a problem</li> <li>• Identify how to solve the problem in its simplest form</li> <li>•</li> </ul>
<p><b>D&amp;T</b></p>	<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>The trial unit will be an opportunity to explore computer aided design and manufacture, Photoshop and digital editing methods. Students will experiment with and combine typography , images and information to create advertising, packaging and products. This project is an opportunity to extend understanding of branding and promotional material and point of sale display using modelling and 3D making techniques.</p>					
<p><b>Textiles</b></p> <p>Experimental challenge. With a focus on a wide variety of skills and</p>	<p><b>Textiles</b></p> <p>Making a final outcome, including combining, surface</p>	<p><b>Resistant materials</b></p> <p>Working with metals exploring technical drawings methods.</p>	<p><b>Exploring resistant materials</b></p> <p>Jewellery design and manufacture using</p>	<p><b>Food Technology: Exploring international cuisine</b> and how it has affected our eating</p>	<p><b>Food Technology: Exploring international cuisine</b> and how it has affected our eating</p>	<p><b>Food Technology: Practical exploration of cooking methods</b>, including frying, boiling, baking, grilling and sauté. Students will also</p>

	techniques, potentially including tie-dye, batik, smart materials and embellishments methods.	treatments, sewing and manipulating materials. Making links to the fashion and textiles industry .	Students will also explore the properties of metal. Practically, students will explore the design possibilities in tool construction and use	Pewter : Exploring modelling, moulding and casting with a focus on safety .	habits (e.g. Indian, Asian, Italian)	investigate food provenance, ethical considerations and the impact of food mileage.
<b>Drama</b>	<b>Berkoff and Bouffon</b> Style of performance, Rhythm, Mime, Exaggeration, Risk-taking, Vocal skills, Physical control, Characterisation.	<b>Soap Opera</b> Naturalism, TV Acting, Character types, Tropes, Improvisation, Physical skills, Characterisation	<b>GCSE Workshops</b> Devising, Scripted Work, Live Theatre Review, Set Text	<b>Exploring Scripts</b> Characterisation, Scripted Work, Set, Acting, Costume, Context, Stage Directions	<b>Film</b> Study of genre, mise-en-scene, shot types, directorial choices and decisions.	<b>Film</b> Study of genre, mise-en-scene, shot types, directorial choices and decisions.
<b>Religious Studies</b>	<b>Ethics in Crime</b> <ul style="list-style-type: none"> <li>Elizabeth Fry and Prison reformation</li> <li>Capital Punishment</li> <li>Restorative Justice</li> <li>Murder Mystery</li> </ul>		<b>Ethics in War</b> <ul style="list-style-type: none"> <li>Forgiveness</li> <li>What causes war</li> <li>Just War</li> <li>Pacifism</li> <li>Holocaust</li> </ul>		<b>Islam</b> <ul style="list-style-type: none"> <li>Introduction to Islam</li> <li>The Five Pillars of Islam</li> <li>Shahadah</li> <li>Salah</li> <li>Zakah</li> <li>Sawm</li> <li>Hajj</li> </ul>	
<b>Geography</b>	<b>Global biomes</b> <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>	<b>Awesome Africa</b> <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>	<b>Great Geographers</b> <ul style="list-style-type: none"> <li>Understanding of the range of cartographic, statistical and graphical</li> </ul>	<b>Living off Earth's resources</b> <ul style="list-style-type: none"> <li>HDI</li> <li>Energy mix</li> <li>Food and water – issues and management</li> </ul>	<b>Geographical issues – food</b> <ul style="list-style-type: none"> <li>Current issues and evaluation</li> <li>Judgements and decision making</li> </ul>	<b>Fantastic Fieldwork</b> <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> <hr/> DME – Incinerator <ul style="list-style-type: none"> <li>Resources</li> <li>Decision making <ul style="list-style-type: none"> <li>Sustainability</li> </ul> </li> </ul>

<p><b>History</b></p>	<p><b>The war to end all wars?</b> Skills: source analysis and interpretation skills</p> <ul style="list-style-type: none"> <li>• Long term causes of WW1</li> <li>• Short term causes of WW1</li> <li>• Recruitment</li> <li>• Trenches</li> <li>• Weaponry</li> <li>• The Somme</li> <li>• War Horse</li> <li>• Harry Farr</li> <li>• Armistice</li> <li>• Treaty of Versailles</li> </ul>	<p><b>How did the USA boom, bust and recover?</b> Skills: period study skills (consequences, narrative account and historical importance)</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 dictatorships</b> Skills: thematic skills (similarity and differences, continuity and change, causes of change)</p> <ul style="list-style-type: none"> <li>• Russian Revolution</li> <li>• Communism and capitalism</li> <li>• Democracy and dictatorships</li> <li>• Rise of Franco, Mussolini and Stalin</li> <li>• Rise of Adolf Hitler</li> <li>• Munich Putsch</li> <li>• Hitler Youth</li> </ul>	<p><b>How did Britain “keep calm and carry on”?</b> Skills: thematic skills (similarity and differences, continuity and change, causes of change)</p> <ul style="list-style-type: none"> <li>• Adolf Hitler</li> <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> </ul>	<p><b>Why did the Holocaust happen?</b> Skills: depth study skills (key features, causation, significance)</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> </ul> <p>German resistance</p>	<p><b>Migration in Britain 1914-2000</b> Skills:</p> <ul style="list-style-type: none"> <li>• Commonwealth</li> <li>• Windrush Generation</li> <li>• Bristol Bus Boycotts</li> </ul>
<p><b>MFL French</b></p>	<p><b>Personal life recap GCSE Theme 1</b></p> <ul style="list-style-type: none"> <li>• Recapping key vocabulary: family members, personal details, physical description, likes and dislikes, house.</li> </ul>	<p><b>Healthy living GCSE Theme 2</b></p> <ul style="list-style-type: none"> <li>• Recapping vocabulary for foods.</li> <li>• Recapping meals</li> <li>• Recapping food preferences</li> </ul>	<p><b>Future plans and ambitions GCSE Theme 3</b></p> <ul style="list-style-type: none"> <li>• Recapping near future tense</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>• Careers – options and future plans</li> </ul>	<p><b>French-speaking countries GCSE Theme 2</b></p> <ul style="list-style-type: none"> <li>• Recapping countries / seasons/ weather</li> </ul> <p><b>Curriculum links:</b></p>	<p><b>Travel and destination plans GCSE Theme 1</b></p> <ul style="list-style-type: none"> <li>• Time/prices</li> <li>• Recapping places in a town</li> </ul>	<p><b>TV Series Lupin GCSE Theme 2</b></p> <ul style="list-style-type: none"> <li>• Learning key vocabulary</li> <li>• Listening for general information through quizzes.</li> <li>• Summarising texts in French and English</li> </ul> <p><b>Curriculum links:</b></p>

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<b>MFL Spanish</b>	<p><b>Sport and leisure GCSE Theme 1</b></p> <ul style="list-style-type: none"> <li>Understanding the concept of tense</li> <li>Understanding the importance of time markers</li> </ul> <p><b>Curriculum links:</b> PE – team and individual sports</p>	<p><b>Entertainment GCSE Theme 1</b></p> <ul style="list-style-type: none"> <li>Connectives for reasons</li> </ul> <p><b>Curriculum links:</b> English/Music - genres</p>	<p><b>Food GCSE Theme 1</b></p> <ul style="list-style-type: none"> <li>Revising concept of masculine, feminine, plurals</li> <li>Reinforcing pronunciation rules</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Food tech – following a recipe</li> </ul> <p>English – structuring a paragraph</p>	<p><b>Shopping GCSE Themes 1</b></p> <ul style="list-style-type: none"> <li>Understanding currency – euros</li> </ul> <p><b>Curriculum links:</b> Maths – quantities and percentages, calculating exchange rates</p>	<p><b>Holidays GCSE Theme 2</b></p> <ul style="list-style-type: none"> <li>Using an atlas to locate different countries</li> </ul> <p><b>Curriculum links:</b></p> <ul style="list-style-type: none"> <li>Geography – location of countries</li> </ul>	<p><b>Madrid/ Barcelona GCSE Theme 2</b></p> <ul style="list-style-type: none"> <li>Know the names of monuments</li> </ul> <p><b>Curriculum links:</b> Cultural – art, travel</p>
<b>Music</b>	<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 – James Bond/Action films</b> Learning musical conventions used in a variety of settings including adventure and horror and then composing in those styles.</p>	<p><b>Music in the media – Tubular Bells/Horror films/minimalism</b> An extension of chords and scales and music in the media, students continue to compose in their own style.</p>	<p><b>Song writing/playing/ performance project</b> Students will create a performance, remix or original song.</p>
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<b>PE (outdoor)</b>	Netball	Netball	Football Rugby	Football Rugby	Athletics Cricket Rounders Tennis	Athletics Cricket Rounders Tennis
<b>PE (indoor)</b>	Covered on a rotation * for terms 1, 2, 3 and 4					
	Badminton * Basketball * Fitness * Trampolining *	Badminton * Basketball * Fitness * Trampolining *	Badminton * Basketball * Fitness * Trampolining *	Badminton * Basketball * Fitness * Trampolining *		
<b>RSHE</b>	<b>Peer Influence and Substance Misuse</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	<b>Respectful Relationships</b> Families and parenting, healthy relationships, conflict resolution and relationship changes.	<b>Healthy Lifestyle</b> Diet, exercise, lifestyle balance and healthy choices and first aid.	<b>Intimate Relationships</b> Relationships and sex education including consent, contraception, the risks of STIs and attitudes to pornography.	<b>Emotional Wellbeing</b> Mental illnesses, support, strategies and treatment, social media and online stress.	<b>Employability Skills</b> Employability and online presence.