

Year 9							
Faculty	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	English	<p><b>Intro to GCSE</b> (Lang &amp; Lit overview, AOs, new Y9 marking policy)</p> <p>Begin <b>19<sup>th</sup> century novel</b> unit</p> <p>(Revisions of Y7-8, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings)</p>	<p>Complete <b>19<sup>th</sup> century novel</b> unit</p> <p>(Revisions of Y7-8, plus: subject, direct object, indirect object, the passive, auxiliary verbs, participles, word endings)</p>	<p><b>Lang Paper 1 Prep</b> - <b>Theme = 'Dystopia'</b></p> <p>(Restrictive &amp; non-restrictive clauses, colons, hyphens, punctuating speech, relative clauses)</p>	<p><b>Lang Paper 2 Prep – Theme = 'Freedom'</b></p> <p>(Restrictive &amp; non-restrictive clauses, colons, hyphens, punctuating speech, relative clauses)</p>	<p><b>Shakespeare –</b> extract based (GCSE set texts)</p> <p>(Text, purpose and audience)</p>	<p><b>Poetry –</b> mini AQA Anthology</p> <p>(Text, purpose and audience)</p>
Maths	Maths	<ul style="list-style-type: none"> <li>• <b>Algebra –</b> Sequences</li> <li>• <b>Number –</b> Fractions/ Percentages/ Ratio/ Proportion</li> <li>• <b>Geometry –</b> Finding Angles</li> <li>• <b>Geometry -</b> Pythagoras' Theorem</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Algebra –</b> Solving Equations</li> <li>• <b>Statistics –</b> Data analysis and representation</li> <li>• <b>Number –</b> Calculating with decimals/ Standard Form</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Algebra –</b> Straight Line Graphs</li> <li>• <b>Statistics –</b> Probability</li> <li>• <b>Geometry -</b> Transformations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Algebra –</b> Laws of Indices</li> <li>• <b>Geometry –</b> Perimeter/ Area/ Volume</li> <li>• <b>Geometry –</b> Trigonometry (for top sets)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Number –</b> Proportional Reasoning and Estimation</li> <li>• <b>Revision and End of Year exams</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Functional Maths –</b> Activity applying mathematical skills</li> <li>• <b>Geometry –</b> Introduction to Trigonometry (Further Trigonometry for top sets)</li> <li>• <b>Geometry –</b> Constructions</li> </ul>
Science	Science	How Science works. Students are taught experimental science methodology		B1 – Cell biology, C1 - Atomic structure and the periodic table P -! Energy			

<b>Humanities and Global</b>	<b>History</b>	<p>Introduction to the Twentieth Century. Power, democracy and rights –</p> <p>The role of the Suffragists and Suffragettes in getting women the right to vote.</p> <p>World War One – Why did war break out in 1914? Why did so many young men ‘join up’?</p>	<p>World War One – What was the experience of soldiers? The Battle of the Somme – the plan, the first day, what did the British army learn from these events?</p> <p>‘The War to end all Wars’ – what was the armistice? What was the Treaty of Versailles?</p>	<p>‘The War to end all Wars’ – Why was there another war in 1939-1945?</p> <p>Causes of World War Two. Blitzkrieg tactics. Britain Alone.</p>	<p>Turning points of World War Two. Invasion of Russia. Attack on Pearl Harbour. Battle of Stalingrad. The Pacific war and war in the Far East. D day.</p> <p>The end of the war. Should the atom bomb have been dropped?</p>	<p>Never again? – The Holocaust. What happened? How do we remember the Holocaust? What lessons have been learnt from the Holocaust?</p> <p>The world after World War Two. The UN. The Cold War. Civil Rights and apartheid.</p>	<p>Preparation for year 10 History. Germany after World War One. The Weimar Republic and the beginnings of the Nazi party.</p>
	<b>Geography</b>	Tectonics	Tectonics/Health	Health	Russia	The EU	Project
	<b>Information Technology</b>	<b>Graphics</b> Illustrator and Photoshop	<b>Graphics</b> Illustrator and Photoshop	<b>Python Programming</b> Loops Variables Graphics Sounds Arithmetic Functions	<b>Python Programming</b> Loops Variables Graphics Sounds Arithmetic Functions	<b>Extended Learning Project</b>	<b>Extended Learning Project</b>
	<b>MFL – French</b>	Talking about social media. Expressing an opinion about someone. Revision of regular –er verbs. Adjectival agreement Direct object pronouns.	Arranging to go out. Describing an outing in the past. The near future tense. Asking questions. The perfect tense with avoir/être. Using ‘C’était’ to express an opinion in the past.	Parts of the body. Talking about sport. Learning about healthy eating. Making plans to get fit.	Describing jobs. Saying what you used to do. Discussing your plans for the future. Talking about certain jobs.	Discussing holidays – where you go, who with, what you do. Imagining adventure holidays. What you take on holiday with you and what for. Describing what	Discussing what you are allowed and not allowed to do. Explaining what is important to you and what worries you. Describing what makes you happy.

						happened on holiday. Describing a holiday in the past.	
	<b>MFL – German</b>	Shopping and ordering food in a café/restaurant, talking about pocket money and spending habits	Planning a party – talking about clothing, using language to invite people to the party, learning the future tense, reflecting on the party using perfect and imperfect tense	Television – describing different types of programme and giving your opinions on them.	Health and fitness – naming parts of the body, being able to describe illnesses and injuries, studying healthy lifestyles	Using the future tense, discussing why languages are important, considering different types of job, discussing what it means to become an adult – rights and responsibilities	The environment and social issues, Relationships, the role of celebrities and media in our daily lives
	<b>MFL - Spanish</b>	Greetings. Age and birthdays. Numbers up to 31. Items in your bag. Alphabet. Classroom vocabulary. Spanish speaking countries.	School subjects. Days of the week. Opinions of teachers. Opinions of school subjects. Numbers up to 100.	Describing your family. Household pets. Colours. Physical descriptions. Hair and eyes.	European countries. Regions. Home descriptions. Rooms of the house. Activities at home. Bedroom furniture. Daily routine.	Hobbies. Telling the time Sports. Opinions of free time activities. Future activities.	Regions (revision and extension). Places in town. Directions. Arranging to go out. Weather and seasons. Plans for next weekend.

<b>Creative and Expressive Arts</b>	<b>Drama</b>	Forms of stimuli. To develop the drama beyond the text.	The use of stimuli to trigger the devising process, including poems, song lyrics, play extracts, photographs etc.	Teenage Kicks. Exploring social attitudes towards youth and key teen issues through a range of character development exercises. To include Hot seating, collective role and character carousel.	Verbatim Theatre. The use of key news stories to develop a verbatim dialogue to include the exploration of key extracts from 'The Colour of Justice' text.	Performance styles. Exploring a range of performance styles through a range of play texts	Key focus on Gothic Horror, Melodramatic and physical theatre.
	<b>PE</b>	<p>This year students are kept in same gender ability groups similar to year 8 however there is always room for movement between groups during the years. This year will really begin to unpick specific parts of the GCSE PE specification, especially for top set groups who will potentially be picking GCSE PE in key stage 4; this ensures students are prepared for the expectation in lessons and some of the content to be covered in the course. The same assessment procedure is used in this year to finish off their key stage 3 PE experience using the same 3 key strands for them to monitor how much progress they have made throughout the key stage.</p> <p>Practical performance is still designed around our range of areas including Outwitting opponents, Accurate replication, net/wall games, maximising performance, striking &amp; Fielding through a variety of sports. These sports will link to GCSE sports and developing appropriate skills, techniques and tactics that they would need to succeed in that sport at GCSE level.</p> <p>Knowledge and understanding will build on rules and regulations by developing students' leadership through officiating in different games. Students will also be expected to show understanding of rules in their own game play and when doing other leadership roles. Students will also develop leadership through coaching where they will be expected to lead specific parts of a lesson, depending on their ability, to show transfer of knowledge into practices.</p> <p>Our final strand of assessment will be carried out through their mind set. This allows students to continue to commit to their PE lessons, ensuring organisation and effort is focused on developing their learning so that progress is maximised.</p> <p>Our 6 key values; Respect, friendship, courage, determination, excellence and inspiration will all still create a new focus to encourage in lessons each half term.</p>					
	<b>Music</b>	Unit 1 Feelin Blue: Jazz Improvisation  Exploring Improvisation	Unit 2 Film Music and adverts  Music & The Media Performance and	Unit 3 Popular Song Musical Futures Exploring Songs & Arrangements Performance	Unit 3 Popular Song Musical Futures Exploring Songs & Arrangements Performance	Continuation: Incorporate ICT: Cubase and Sibelius.	Continuation: Incorporate ICT: Cubase and Sibelius.

		<p>Performance</p> <p>12 Bar Blues – Chords Blues Scale Improvisation Walking Bass Lines Ragtime Music Chord Vamps Jazz and Blues Songs</p>	<p>Composition</p> <p>Music enhances visual images. Music reflects emotional and narrative messages of the drama. Atmosphere &amp; Mood. Story Board. Cue Sheet. Leitmotif. Genre:Sci-Fi/Horror/Western. James Bond Films. Soundtrack. Adverts/Jingles.</p>	<p>Musical Arrangements Cover Songs Popular Songs Song Structure Textures &amp; Layers Recording a Song Music Technology Digital Effects</p>	<p>Musical Arrangements Cover Songs Popular Songs Song Structure Textures &amp; Layers Recording a Song Music Technology Digital Effects</p>		
	<b>Art</b>	Day of the dead research. Tonal drawing skills, mixed media work and annotation skills.	Design development using personal symbolism for own clay Calaveras. Skills in sculpting and hollowing.	<p>Decoration and surface adornment techniques for calaveras.</p> <p>Personal collage based on personal symbolism and identity.</p>	Focus on Pop art, advertising and digital skills. Research into the work of Andy Warhol and analytical focus on context.	Developing and drafting large scale painting. Advanced painting theory. Mixing and application of paint	Producing final outcome, working from own edited sources, focusing on photography and primary research.
	<b>Design Technology</b>	Two point perspective drawing and rendering. Materials, tools and processes (wood and metal).	Ergonomics and anthropometrics and their application in design. Design and make a pizza cutter.	Developing graphic communication techniques. Desk top publishing. Developing research skills.	Design and make promotional material for an event (e.g. a music festival, band gig, CD launch).	Aerodynamics and design. Team project to design and make a rocket propelled car, including merchandise, display and promotion material.	
	<b>Cooking and Nutrition</b>	Hygiene and safety. The Eatwell Guide. Make vegetable	Meat - cuts and cooking . Mince as a versatile ingredient. Make	Make risotto. Seasonal, sustainable and local ingredients.	Make Thai curry. Sauces made simple. Make cauliflower and	Technical baking challenge. Make lemon loves. Mini project – plan to make a pizza.	

		samosas. Energy in food. Mexican food. Make quesadillas	chilli con carne. Adapting recipes for personal needs and choices.	Food provenance. Make cottage pie. Multicultural cuisine.	macaroni bake.	
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<b>Social Sciences</b>	<b>Personal Development</b>	Law and Order BRIT VALS/CIAG/FIN/MHEW		Sex and relationships, contraception, STIs SMSC	Conflict, refugees, genocide SMSC BRIT VALS
	<b>Religious Studies</b>	Unit 1: Science VS. Religion	Unit 2: Religion and Conflict	Unit 3: Medical Ethics	Unit 4: World Poverty