

## Year 9 Curriculum

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The long term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources that can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricula for the individual academic subjects outlined in the following pages, students in Year 9 also have one lesson of PSHE, 2 lessons of PE and two lessons of Games per week.

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| <p><b>Autumn 2020</b></p> | <p><b>Google Earth Inspired Landscapes</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• become comfortable with navigating and exploring Google Earth;</li> <li>• learn about imagery that powers Google Earth and how scientists use imagery from space to understand the changing world;</li> <li>• learn about different geological and manmade features found on Earth;</li> <li>• extend their understanding of surface patterns and texture in our environment; and</li> <li>• experiment with various drawing and painting techniques to produce artwork inspired by Google Earth.</li> </ul>     | <p><i>Supporting materials:</i><br/>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of art, craft &amp; design, including major movements.</li> <li>• Investigating and making using a range of techniques, media and materials.</li> <li>• Analysis and evaluation of work.</li> </ul> |
| <p><b>Spring 2021</b></p> | <p><b>Scarred Landscape</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore landscape and nature and how different artists depict this;</li> <li>• examine the lines, shapes, colours, patterns and simplicity of places;</li> <li>• capture a sense of place and man’s effect on our landscape;</li> <li>• develop knowledge and awareness of surface texture in our environment; and</li> <li>• experiment with clay, building on their knowledge and experience to make various surface textures.</li> </ul>   | <p><i>Supporting materials:</i><br/>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of art, craft &amp; design, including major movements.</li> <li>• Investigating and making using a range of techniques, media and materials.</li> <li>• Analysis and evaluation of work.</li> </ul> |
| <p><b>Summer 2021</b></p> | <p><b>Faces &amp; Expressions</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• learn about facial proportions through observation and recording;</li> <li>• develop the ability to express emotions and feelings in paint and mixed media;</li> <li>• use the visual elements such as line/tone/form in an expressive way;</li> <li>• develop their understanding of colour, using the colour wheel to focus on primary and complementary colours; and</li> <li>• extend their ability to analyse and evaluate their own and others’ work to be able to adapt and refine work as it develops.</li> </ul> | <p><i>Supporting materials:</i><br/>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of art, craft &amp; design, including major movements.</li> <li>• Investigating and making using a range of techniques, media and materials.</li> <li>• Analysis and evaluation of work.</li> </ul> |

# Biology

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| <p><b>Autumn 1<br/>2020</b></p> | <p>B1.3 Prokaryotic and Eukaryotic cells, B1.2 Animal and plant cells, B1.1 Microscopes, B2.3 Stems cells, B2.4 Stem cell dilemmas, B2.1 Cell Division, B2.2 Growth and differentiation, B1.4 Specialisation in animal cells, B1.5 Specialisation in plant cells</p> <p><b>Required Practical:</b> Use a light microscope to observe, draw and label a plant and animal cell</p> <p><b>Part of specification it relates to:</b><br/>4.1 Cell Biology</p>                 | <p><i>Supporting materials:</i><br/>AQA Biology textbook<br/>BBC Bitesize/doodle</p> <p><i>Assessment:</i><br/>Homework<br/>Test<br/>Required practical</p>      |
| <p><b>Autumn 2<br/>2020</b></p> | <p>B1.6 Diffusion, B1.7 Osmosis, B1.8 Osmosis in plants, B1.9 Active transport, B1.10 Exchanging materials, B3.1 Tissues and organs, B3.2 The digestive system</p> <p><b>Required Practical:</b> Investigate the effect of salt or sugar solutions on plant tissues</p> <p><b>Part of specification it relates to:</b><br/>4.1 Cell Biology, 4.2 Organisation</p>  | <p><i>Supporting materials:</i><br/>See above</p> <p><i>Assessment:</i><br/>Homework<br/>Test</p>  |
| <p><b>Spring 1<br/>2021</b></p> | <p>B3.3 The chemistry of food, B3.4 Catalysts and enzymes, B3.5 Factors affecting enzyme action, B3.6 How the digestive system works, B3.7 Making digestion efficient</p> <p><b>Required Practical:</b> Use qualitative reagents to test for a range of carbohydrates, lipids and proteins</p> <p><b>Required Practical:</b> Investigate the effect of pH on the rate of reaction of Amylase enzyme</p> <p>Part of specification it relates to:<br/>4.2 Organisation</p> | <p><i>Supporting materials:</i><br/>AQA Biology textbook<br/>BBC Bitesize / doodle<br/>Revision classes</p> <p><i>Assessment:</i><br/>Homework<br/>Mock exam</p> |

# Biology

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| <p><b>Spring 2<br/>2021</b></p> | <p>B4.1 The Blood, B4.2, The blood vessel, B4.3 The heart, B4.4 Helping the heart, B4.5 Breathing and gas exchange</p> <p><b>Part of specification it relates to:</b><br/>4.2 Organisation</p>   | <p><i>Supporting materials:</i><br/>AQA Biology textbook<br/>BBC Bitesize<br/>Revision classes</p> <p><i>Assessment:</i><br/>Homework<br/>Test</p>                                 |
| <p><b>Summer 1<br/>2021</b></p> | <p>B4.6 Tissues and organs in plants, B4.7 Transport systems in plants, B4.8 Evaporation and transpiration. B5.1 Health and disease, B5.2 Pathogens and disease</p> <p><b>Part of specification it relates to:</b><br/>4.2 Organisation</p>  | <p><i>Supporting materials:</i><br/>AQA Biology textbook<br/>BBC Bitesize<br/>Revision classes</p> <p><i>Assessment:</i><br/>Homework<br/>Test</p>                                 |
| <p><b>Summer 2<br/>2021</b></p> | <p>B5.3 Growing Bacteria in the lab, B5.4 Preventing bacterial growth</p> <p><b>Required Practical:</b> Investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and zones of inhibition</p> <p><b>Part of specification it relates to:</b><br/>4.3 Infection and response</p> | <p><i>Supporting materials:</i><br/>Chapter by chapter revision booklets and past exam questions</p> <p><i>Assessment:</i><br/>Homework<br/>Summer exam<br/>Required practical</p> |

# Chemistry

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| <p><b>Autumn 1<br/>2020</b></p> | <p><b>Atomic Structure</b><br/>           C1.1 Atoms<br/>           C1.2 Chemical equations<br/>           C1.3 Separating mixtures<br/>           C1.4 Fractional distillation and chromatography<br/>           C1.5 History of the atom<br/>           C1.6 Structure of the atom<br/>           C1.7 Ions, atoms and isotopes<br/>           C1.8 Electronic configurations</p> <p><i>Part of the specification it relates to:</i><br/>           4.1</p>  | <p><i>Supporting materials:</i><br/>           AQA Chemistry textbook<br/>           BBC Bitesize<br/>           Twig<br/>           Doddle<br/>           Kerboodle</p> <p><i>Assessment:</i><br/>           Homework<br/>           Doddle<br/>           Unit test</p> |
| <p><b>Autumn 2<br/>2020</b></p> | <p><b>The Periodic Table</b><br/>           C2.1 Development of the periodic table<br/>           C2.2 Electronic structures and the periodic table<br/>           C2.3 Group 1 - the alkali metals<br/>           C2.4 Group 7 - the halogens<br/>           C2.5 Explaining trends<br/>           C2.6 The transition elements</p> <p><i>Part of the specification it relates to:</i><br/>           4.1</p>   | <p><i>Supporting materials:</i><br/>           AQA Chemistry textbook<br/>           BBC Bitesize<br/>           Twig<br/>           Doddle<br/>           Kerboodle</p> <p><i>Assessment:</i><br/>           Homework<br/>           Doddle<br/>           Unit test</p> |
| <p><b>Spring<br/>2021</b></p>   | <p><b>Bonding, structure and the properties of matter</b><br/>           C3.1 States of matter<br/>           C3.2 Atoms into ions<br/>           C3.3 Ionic bonding<br/>           C3.4 Giant ionic structures<br/>           C3.5 Covalent bonding<br/>           C3.6 Structure of simple molecules<br/>           C3.7 Giant covalent structures<br/>           C3.8 Fullerenes and graphene<br/>           C3.11 Nanoparticles<br/>           C3.12 Applications of nanoparticles</p> <p><i>Part of the specification it relates to:</i><br/>           4.2</p> | <p><i>Supporting materials:</i><br/>           See above</p> <p><i>Assessment:</i><br/>           Homework<br/>           Doddle<br/>           Required practicals<br/>           Mock examinations</p>  |

# Chemistry

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| <b>Summer 1<br/>2021</b> | <b>Chemical calculations</b><br>C4.1 Relative masses and moles<br>C4.2 Equations and calculations<br>C4.3 From masses to balanced equations<br>C4.4 The yield of a chemical reaction<br>C4.5 Atom economy<br><br><i>Part of the specification it relates to:</i><br>4.3 | <i>Supporting materials:</i><br>AQA Chemistry textbook<br>BBC Bitesize<br>Twig<br>Doddle<br>Kerboodle<br>Revision classes<br><br><i>Assessment:</i><br>Homework<br>Doddle<br>Unit test |
| <b>Summer 2<br/>2021</b> | <b>Revision</b><br><br>Feedback and target setting following examinations<br><br>C3.9 Bonding in metals<br>C3.10 Giant metallic structures<br><br><i>Part of the specification it relates to:</i><br>4.2  | <i>Supporting materials:</i><br>See above<br><br><i>Assessment:</i><br>Homework<br>Doddle<br>Summer examinations   |

## Classical Civilisation

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| <p><b>Autumn<br/>2020</b></p> | <p><b>Age of the Heroes</b></p> <ul style="list-style-type: none"> <li>• Heroes of Rome</li> <li>• Hercules: A Hero for all time</li> <li>• Theseus, King of Athens</li> </ul>                  | <p><i>Supporting Materials:</i><br/>Booklets by AJC adapted from Renshaw<br/>Youtube documentary links<br/><i>Assessment: Questions on Hercules</i></p> <p><i>Assessment: Essay</i><br/><i>Who is the greater hero? Aeneas, Romulus or Augustus?</i></p>                                   |
| <p><b>Spring<br/>2021</b></p> | <p><b>Ancient Greece and Rome: Myth and Religion</b></p> <ul style="list-style-type: none"> <li>• Temples and Sacrifice</li> <li>• Festivals and Gods</li> </ul>                                | <p><i>Supporting Materials:</i><br/>Specialised booklets by AJC adapted from Renshaw<br/>Assassins Creed: virtual tours of Ancient Mycenae and Athens<br/>Youtube documentary links</p> <p><i>Assessment: Which temple demonstrated greater piety – The Parthenon or The Pantheon?</i></p> |
| <p><b>Summer<br/>2021</b></p> | <p><b>Ancient Greece and Rome: Myth and Religion continued</b></p> <ul style="list-style-type: none"> <li>• Journeying to the Underworld</li> <li>• Extension: Antigone by Sophocles</li> </ul> | <p><i>Supporting Materials:</i><br/>Specialised booklets by AJC adapted from Renshaw</p> <p><i>Antigone:</i> Sophocles / Heaney<br/>Youtube:<br/><i>Antigone</i><br/>Film: <i>Erin Brokovich</i></p> <p><i>Assessment:</i><br/>End of Term Assessment</p>                                  |

# Computer Science

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| Autumn 1<br>2020 | <b>Power Point</b> <ul style="list-style-type: none"> <li>• More advanced formatting skills</li> <li>• Use of space</li> <li>• Pace of presentation</li> <li>• Selection of images</li> <li>• Transparency</li> <li>• textboxes</li> </ul>   | Supporting Materials<br><br>Exemplar Work<br>Step by Step Instructions<br><br>Assessment       |
|                  | <b>HTML</b> <ul style="list-style-type: none"> <li>• Mark up languages</li> <li>• Tags</li> <li>• Parts of a web page</li> <li>• Inserting Text</li> <li>• Inserting images</li> <li>• Making hyperlinks</li> <li>• Using web components</li> </ul>  | Supporting Materials<br><br>Exemplar Work<br>Step by Step Instructions<br><br>Assessment       |
| Autumn 2<br>2020 | <b>Spreadsheets</b> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Referencing between pages</li> <li>• Plotting Graphs</li> <li>• Absolute cell References</li> <li>• Conditional Formatting</li> <li>• Controlling Data</li> <li>• Data Validation</li> <li>• Presenting Data</li> <li>• Cell references</li> <li>• Using sheets</li> </ul> | Supporting Materials<br><br>Exemplar Work<br>Online tutorials<br>Helpsheets<br><br>Assessment  |
| Spring 1<br>2021 | <b>Programming in Python</b> <ul style="list-style-type: none"> <li>• Input / Output</li> <li>• Variables</li> <li>• Select Statements</li> <li>• Mathematical Functions</li> <li>• Strings vs Numbers</li> <li>• Iteration</li> </ul>   | Supporting Materials<br><br>Online tutorials<br>Exemplar Work<br>Help sheets<br><br>Assessment |
| Spring 2<br>2021 | <b>Theory</b> <ul style="list-style-type: none"> <li>• Binary numbers</li> <li>• Binary conversions</li> <li>• Network hardware</li> </ul>   | Supporting Materials<br><br>Revision sites<br><br>Assessment                                   |
| Summer 1<br>2021 | <b>Graphic Design</b> <ul style="list-style-type: none"> <li>• Using vectors</li> <li>• Combining shapes</li> <li>• Magic Wand Tool</li> <li>• Using transparency</li> <li>• The Pen Tool</li> <li>• Advanced Fonts</li> </ul>   | Supporting Materials<br><br>Online tutorials<br><br>Project Assessment                         |
| Summer 2         | <b>Making Mobile Apps</b>  | Supporting Materials   |



## Computer Science

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| 2021 | <ul style="list-style-type: none"><li>• Making connections</li><li>• Drawing Components</li><li>• Block Commands</li><li>• Setting initial Conditions</li><li>• Adding Images</li><li>• Formatting</li></ul> | Online tutorials<br>Exemplar Work<br><br>Assessment<br><br>Project Assessment |
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## Design & Technology

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| <p><b>Autumn 1<br/>2020</b></p> | <p><b>Design</b></p> <ul style="list-style-type: none"> <li>● Design Strategies</li> <li>● Computer Aided Design</li> <li>● 2D to 3D</li> </ul>  | <p><i>Supporting materials:</i><br/> <a href="http://www.technologystudent.com">www.technologystudent.com</a><br/> <a href="http://www.bbc.co.uk/education/subjects/zfr9wmn">www.bbc.co.uk/education/subjects/zfr9wmn</a><br/> <a href="http://www.youcarrot.com">www.youcarrot.com</a><br/> <a href="http://www.design-technology.org/">http://www.design-technology.org/</a><br/> <a href="http://www.mr-dt.com/">http://www.mr-dt.com/</a></p> <p><i>Assessment:</i><br/>           Focused practical task<br/>           Homework / Class Booklet</p> |
| <p><b>Spring<br/>2021</b></p>   | <p><b>Designer Clocks</b></p> <ul style="list-style-type: none"> <li>● Design theme (Alessi)</li> <li>● CAD (Techsoft 2D Design)</li> <li>● CAM (laser cutter)</li> <li>● Working with Acrylic</li> <li>● Clock mechanisms</li> <li>● Quality Control</li> </ul> | <p><i>Supporting materials:</i><br/> <a href="http://www.technologystudent.com">www.technologystudent.com</a><br/> <a href="http://www.bbc.co.uk/education/subjects/zfr9wmn">www.bbc.co.uk/education/subjects/zfr9wmn</a><br/> <a href="http://www.youcarrot.com">www.youcarrot.com</a><br/> <a href="http://www.design-technology.org/">http://www.design-technology.org/</a><br/> <a href="http://www.mr-dt.com/">http://www.mr-dt.com/</a></p> <p><i>Assessment:</i><br/>           Focused practical task<br/>           Homework / Class Booklet</p> |
| <p><b>Summer<br/>2021</b></p>   | <p><b>Design</b></p> <ul style="list-style-type: none"> <li>● Technical drawing</li> <li>● Shading</li> <li>● Computer Aided Design (SolidWorks)</li> </ul>  | <p><i>Supporting materials:</i><br/> <a href="http://www.technologystudent.com">www.technologystudent.com</a><br/> <a href="http://www.bbc.co.uk/education/subjects/zfr9wmn">www.bbc.co.uk/education/subjects/zfr9wmn</a><br/> <a href="http://www.youcarrot.com">www.youcarrot.com</a><br/> <a href="http://www.design-technology.org/">http://www.design-technology.org/</a><br/> <a href="http://www.mr-dt.com/">http://www.mr-dt.com/</a></p> <p><i>Assessment:</i><br/>           Focused practical task<br/>           Homework / Class Booklet</p> |

## Drama

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| <b>Autumn<br/>2020</b> | <b>Practitioners in Practice</b><br>Students will be taught about the working practices of Artaud and Breakoff. They will use the methods of these practitioners in performance and explore new acting styles. Students will explore: <ul style="list-style-type: none"><li>• Theatre Cruelty</li><li>• Physical theatre</li></ul>  | <i>Supporting materials:</i><br><a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a><br><br><i>Assessment:</i><br>Students are continually assessed and given feedback during the course of the term, building to a final assessment performance. |
| <b>Spring<br/>2021</b> | <b>Hunger Games</b><br>Students will use the story of the hunger games to create a range of different performances. This will look into the social, moral and ethical values within the story. Practical work will include; <ul style="list-style-type: none"><li>• Freeze Frames</li><li>• Group work</li><li>• Devising</li><li>• Develop their physical theatre skills</li></ul> | <i>Supporting materials:</i><br><a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a><br><br><i>Assessment:</i><br>Students are continually assessed and given feedback during the course of the term, building to a final assessment performance. |
| <b>Summer<br/>2021</b> | <b>Play Script</b><br>Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on: <ul style="list-style-type: none"><li>• Lighting</li><li>• Set</li><li>• Costume</li><li>• Props</li><li>• Characterisation</li><li>• Working as part of a group</li></ul>                   | <i>Supporting materials:</i><br><a href="https://www.bbc.co.uk/education/subjects/zbckjxs">https://www.bbc.co.uk/education/subjects/zbckjxs</a><br><br><i>Assessment:</i><br>Students are continually assessed and given feedback during the course of the term, building to a final assessment performance. |

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| <p><b>Autumn 1<br/>2020</b></p> | <p><b>The study of <i>Romeo and Juliet</i> by William Shakespeare</b></p> <ul style="list-style-type: none"> <li>● Plot</li> <li>● Context</li> <li>● Dramatic devices</li> <li>● Characterisation</li> <li>● Themes</li> <li>● Playwright's purpose</li> <li>● Language and structural devices</li> <li>● Audience response</li> </ul>   | <p><i>Supporting materials:</i><br/>CGP Text Guide<br/>Spark Notes</p> <p><i>Assessment:</i><br/>Reading assessment<br/>An essay exploring a character or theme in the play</p>             |
| <p><b>Autumn 2<br/>2020</b></p> | <p><b>The study of <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson</b></p> <ul style="list-style-type: none"> <li>● Tension and tone</li> <li>● Historical Context</li> <li>● Genre</li> <li>● Characterisation</li> <li>● Themes</li> <li>● Language and structural devices</li> <li>● Reader response</li> <li>● Narrative voice</li> <li>● Foreshadowing</li> </ul> | <p><i>Supporting materials:</i><br/>CGP Text Guide<br/>York Notes</p> <p><i>Assessment:</i><br/>Reading Assessment<br/>Students will write an essay based on an extract from the novel.</p> |
| <p><b>Spring 1<br/>2021</b></p> | <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>● Defining a character</li> <li>● Setting</li> <li>● Structure</li> <li>● Pace and tension</li> <li>● Using dialogue</li> <li>● Vocabulary</li> <li>● Punctuation and grammar</li> </ul>  | <p><b>Supporting materials:</b><br/>CGP Spelling, Punctuation and Grammar for KS3</p> <p><i>Assessment:</i><br/>Students will write a story</p>   |
| <p><b>Spring 2<br/>2021</b></p> | <p><b>Students will study an anthology of war poems.</b></p> <ul style="list-style-type: none"> <li>● Historical context</li> <li>● Poetic terminology</li> <li>● Characterisation</li> <li>● Themes</li> <li>● Writer's purpose</li> <li>● Language and structural devices</li> <li>● Reader's response</li> <li>● Exploring connections between poems</li> </ul>                                | <p><i>Supporting materials:</i><br/><a href="http://bit.ly/2tiwbCO">http://bit.ly/2tiwbCO</a></p> <p><i>Assessment:</i><br/>An essay comparing two poems.</p>                               |

## English

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| <b>Summer 1<br/>2021</b> | <p>Students will begin studying poetry and prose from the English Language IGCSE Anthology.</p> <ul style="list-style-type: none"><li>● Form and structure</li><li>● Poetic terminology</li><li>● Characterisation</li><li>● Themes</li><li>● Writer's purpose</li><li>● Language and structural devices</li><li>● Reader's response</li></ul> | <p><i>Supporting materials:</i><br/>Teacher will provide practice questions</p> <p><i>Assessment:</i><br/>IGCSE English Language Paper 2</p>   |
| <b>Summer 2<br/>2021</b> | <p>GCSE Spoken Language</p> <ul style="list-style-type: none"><li>● Students will research, write and perform a speech on a topic of their choice.</li></ul>   | <p><i>Supporting materials:</i><br/>Students will be required to conduct their own research.</p> <p><i>Assessment:</i><br/>Oral assessment</p> |

## French

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| <p><b>Autumn 1<br/>2020</b></p> | <p><b>Module 1 “Vive les vacances”</b><br/> <u>Point de depart:</u></p> <ul style="list-style-type: none"> <li>○ Talking about school holidays</li> <li>○ Revising the verb <i>avoir</i> and <i>être</i></li> </ul> <p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>○ Saying what you did on holidays</li> <li>○ Using the perfect tense of regular –er verbs</li> </ul> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>○ Describing a visit to a theme park</li> <li>○ Using the perfect tense of irregular verbs</li> </ul> | <p><i>Supporting materials:</i><br/> Textbook “dynamo 2 rouge”<br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>,<br/> <a href="http://www.classtools.net">www.classtools.net</a>,<br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><i>Assessment:</i><br/> Test on past tense and reading skills</p>             |
| <p><b>Autumn 2<br/>2020</b></p> | <p><b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>○ Saying where you went and how</li> <li>○ Using the perfect tense of verbs that take <i>être</i></li> </ul> <p><b>Unit 4:</b><br/> listening for negatives in the perfect tense<br/> Reading to spot the perfect tense in a text</p> <p><b>Unit 5:</b><br/> Asking and answering questions<br/> Using the present and perfect tenses together</p>  | <p><i>Supporting materials:</i><br/> Textbook “dynamo 2 rouge”<br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a><br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a><br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> Test on past tense and reading skills</p> <p><i>Assessment:</i><br/> End of module 1 test covering all language skills</p>                                  |
| <p><b>Spring 1<br/>2021</b></p> | <p><b>Module 2. “J’adore les fêtes!”</b><br/> <u>Point de depart:</u></p> <ul style="list-style-type: none"> <li>○ Talking about festival and celebrations</li> <li>○ Saying what you like and dislike</li> </ul> <ul style="list-style-type: none"> <li>○ Describing festivals and special days</li> <li>○ Using the present tense of regular <i>aller</i> and –er verbs</li> </ul> <p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>○ Buying food at a market</li> <li>○ Using transactional language</li> </ul>                           | <p><i>Supporting materials:</i><br/> Textbook “dynamo 2 rouge”<br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a><br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a><br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> Test on past tense and reading skills</p> <p><i>Assessment:</i><br/> No formal assessment</p>   |
| <p><b>Spring 2<br/>2021</b></p> | <p><b>Unit 3:</b><br/> Using prediction to help with challenging listening<br/> Giving answers in French for a reading task</p> <p><b>Unit 4:</b><br/> Talking about a future trip<br/> Using the near future tense</p> <p><b>Unit 5:</b><br/> Writing about New Year<br/> Combining the present and near future tense</p>   | <p><i>Supporting materials:</i><br/> Textbook “dynamo 2 rouge”<br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a><br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a><br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><i>Assessment:</i><br/> End of module 2 test covering all language based skills</p> |

# French

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| <b>Summer 1<br/>2021</b> | <p><b>Module 3: A loisir</b></p> <p><u>Point de depart:</u></p> <ul style="list-style-type: none"><li>○ Talking about celebrities and TV programmes</li><li>○ Using singular and plural adjective agreement</li></ul> <p><b>Unit 1:</b></p> <ul style="list-style-type: none"><li>○ Talking about digital technology</li><li>○ Forming and answering a range of questions.</li></ul> <p><b>Unit 2 :</b></p> <ul style="list-style-type: none"><li>○ Arranging to go to the cinema</li><li>○ Buying cinema tickets</li></ul> <p>Revision for end of year 9 examination</p> | <p><i>Supporting materials:</i><br/>Textbook “dynamo 2 rouge”<br/><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a><br/><a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a><br/><a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/>Test on past tense and reading skills</p> <p><i>Assessment:</i><br/>No formal assessment</p>  |
| <b>Summer 2<br/>2021</b> | <p><b>End of Year 9 examination<br/>of all modules covered in Y9</b></p>  | <p><i>Supporting materials:</i><br/>Revision Guide<br/>“Studio”, Foundation<br/>Pearson<br/><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>,<br/><a href="http://www.classtools.net">www.classtools.net</a>,<br/><a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/><a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><i>Assessment:</i><br/>End of year examination covering all<br/>language based skills</p> |

# Geography

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| <p><b>Autumn 1<br/>2020</b></p> | <p><b>Hazards</b></p> <p>Structure of the Earth, Plate Tectonic Theory and Plate Boundaries, Types of volcano.</p> <p>Iceland Volcanic Eruption Case Study.</p>   | <p><i>Supporting materials:</i><br/>Online resources shared with students through Google Classroom.</p> <p><i>Assessment:</i><br/>A range of short tests on key term definitions and GCSE-style exam questions.<br/>Iceland Volcano Case Study presentation on the causes and effects of the eruption</p> |
| <p><b>Autumn 2<br/>2020</b></p> | <p><b>Hazards</b></p> <p>Characteristics and Management techniques for Earthquakes.</p> <p>Japan Earthquake Case Study.</p>   | <p><i>Supporting materials:</i><br/>Online resources shared with students through Google Classroom.</p> <p><i>Assessment:</i><br/>A range of short tests on key term definitions and GCSE-style exam questions.<br/>Japan Earthquake Case Study presentation on the effects and response.</p>             |
| <p><b>Spring 1<br/>2021</b></p> | <p><b>Development</b></p> <p>What is Development and how can it be measured?</p> <p>Describing levels of global development?</p> <p>Understanding the physical and human factors leading to uneven levels of development.</p> | <p><i>Supporting materials:</i><br/>Online resources shared with students through Google Classroom.</p> <p><i>Assessment:</i><br/>A range of short tests on key term definitions and GCSE-style exam questions.</p>   |
| <p><b>Spring 2<br/>2021</b></p> | <p><b>Development</b></p> <p>Examining the Millennium and Sustainable Development Goals.</p> <p>Debate: What is the best way to make the world a better place?</p>  | <p><i>Supporting materials:</i><br/>Online resources shared with students through Google Classroom.</p> <p><i>Assessment:</i><br/>A range of short tests on key term definitions and GCSE-style exam questions.</p>   |



## Geography

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| <b>Summer 1<br/>2021</b> | <b>Coasts</b><br><br>Introducing Coastal processes and landforms | <i>Supporting materials:</i><br>Online resources shared with students through Google Classroom.<br><br><i>Assessment:</i><br>A range of short tests on key term definitions and GCSE-style exam questions. |
| <b>Summer 2<br/>2021</b> | <b>End of Year Exams</b>   | <i>Assessment:</i><br>End of year exams.   |

## German

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|---------------------------------|---|---|
| <p><b>Autumn<br/>2020</b></p>   | <p><b>Module 2: Bist du ein Medienfan?</b></p> <ul style="list-style-type: none"> <li>• Film/reading preferences</li> <li>• Discussing programmes you watch</li> <li>• Discussing screen time</li> <li>• Using modal verbs</li> <li>• Understanding opinions and media reviews</li> <li>• Talking about speaking different languages</li> <li>• Prepositions with the dative case</li> </ul>                            | <p><i>Supporting materials:</i><br/>Stimmt 2 textbook<br/>www.languagesonline.org.uk,<br/>www.wordreference.com</p> <p><i>Assessment:</i><br/><b>End of Chapter 2 test</b> covering all 4 language based skills.</p>  |
| <p><b>Spring<br/>2021</b></p>   | <p><b>Module 3: Bleib gesund!</b></p> <ul style="list-style-type: none"> <li>• Talking about typical breakfasts</li> <li>• Discussing traditional German food</li> <li>• Understanding recipes</li> <li>• Talking about healthy lifestyles</li> <li>• Describing dinner parties</li> <li>• Verbs: essen/nehmen/muessen</li> <li>• Using the imperative</li> </ul>   | <p><i>Supporting materials:</i><br/>Stimmt 2 textbook<br/>www.languagesonline.org.uk,<br/>www.wordreference.com</p> <p><i>Assessment:</i><br/><b>End of Chapter 3 test</b> covering 2 of 4 language based skills.</p> |
| <p><b>Summer 1<br/>2021</b></p> | <p><b>Module 4: Klassenreisen Machen Spass</b></p> <ul style="list-style-type: none"> <li>• Understanding rules and daily routine</li> <li>• Talking about directions</li> <li>• Describing a festival</li> <li>• Cultural: Swiss festival</li> <li>• Describing your holiday activities</li> <li>• Reflexive and separable verbs</li> <li>• Using imperatives</li> <li>• Using adjectives to describe nouns</li> </ul> | <p><i>Supporting materials:</i><br/>Stimmt! 2 textbook<br/>www.languagesonline.org.uk,<br/>www.wordreference.com</p> <p><i>Assessment:</i><br/><b>End of chapter 4 test</b> covering all 4 language based skills.</p> |
| <p><b>Summer 2<br/>2021</b></p> | <p>Final revision &amp; preparation for the end year of examinations</p>  | <p><i>Supporting materials:</i><br/>Revision Guide<br/>Stimmt! 2 textbook<br/>www.languagesonline.org.uk,<br/>www.wordreference.com</p> <p><i>Assessment:</i><br/>End of year examination</p>                         |

# History

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| <p><b>Autumn 1<br/>2020</b></p> | <p><b>What were the causes of World War One?</b></p> <p>What can the Olympics tell us about the key events and changes of the twentieth century?</p> <p>How did the murder of two people lead to ten million deaths?</p>   | <p><i>Supporting materials:</i><br/>SHP History Year 9- Dale Banham and Ian Luff</p> <p><i>Rediscovering The Twentieth Century World</i> – Colin Shepherd</p> <p><a href="http://bbc.in/2D1m0Cj">http://bbc.in/2D1m0Cj</a></p> <p><i>Assessment</i><br/>What were the causes of World War One?</p>   |
| <p><b>Autumn 2<br/>2020</b></p> | <p><b>Why was World War One so significant?</b></p> <p>Why did soldiers carry on fighting in the trenches?</p> <p>Was the Treaty of Versailles too harsh on Germany?</p> <p>Why was there a revolution in Russia in 1917?</p>  | <p><i>Supporting materials:</i><br/>SHP History Year 9- Dale Banham and Ian Luff</p> <p><i>Rediscovering The Twentieth Century World</i>– Colin Shepherd</p> <p><a href="https://www.bbc.co.uk/education/topics/z4crd2p">https://www.bbc.co.uk/education/topics/z4crd2p</a></p> <p><i>Assessment essay:</i><br/>Produce a diary of a British soldier on the Western Front</p>                      |
| <p><b>Spring 1<br/>2021</b></p> | <p><b>What were the causes and events of World War Two?</b></p> <p>Why did Germans vote for Adolf Hitler?</p> <p>Who was Hitler and what did he want?</p> <p>What were the causes of World War Two?</p> <p>What were the key turning points in World War Two?</p>  | <p><i>Supporting materials:</i><br/>SHP History Year 9- Dale Banham and Ian Luff</p> <p><i>Rediscovering The Twentieth Century World</i>– Colin Shepherd</p> <p><a href="https://www.bbc.co.uk/education/topics/zk94jxs">https://www.bbc.co.uk/education/topics/zk94jxs</a></p> <p><i>Assessment essay:</i><br/>How far was the policy of appeasement to blame for the start of World War Two?</p> |
| <p><b>Spring 2<br/>2021</b></p> | <p><b>Being Human: Can the stories of individual people help us understand the Holocaust?</b></p> <p>Authentic encounters: The life and testimony of Leon Greenman</p> <p>What can we learn about Jewish life in Europe before World War Two?</p> <p>How can we use an interactive timeline to help us understand the Holocaust?</p> | <p><i>Supporting materials:</i><br/>SHP History Year 9- Dale Banham and Ian Luff</p> <p><i>Rediscovering The Twentieth Century World</i>– Colin Shepherd</p> <p><a href="https://www.bbc.co.uk/education/topics/zk94jxs">https://www.bbc.co.uk/education/topics/zk94jxs</a></p> <p><i>Assessment:</i><br/>Who was to blame for the Holocaust?</p>  |

# History

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|---------------------------------|---|---|
| <p><b>Summer 1<br/>2021</b></p> | <p><b>The World Since 1945: What has had the biggest impact of improving people's lives?</b></p> <p>How did Britain change socially after World War Two?</p> <p>When invention has done the most to improve ordinary lives?</p> <p>How did the Cold War affect the world?</p> | <p><i>Supporting materials:</i><br/><i>SHP History Year 9- Dale Banham and Ian Luff</i></p> <p><i>Rediscovering The Twentieth Century World- Colin Shepherd</i></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/">http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2/</a></p> <p><i>Assessment:</i><br/>Newspaper report on the Cuban Missile Crisis</p> |
| <p><b>Summer 2<br/>2021</b></p> | <p><b>How have people campaigned for equal rights?</b></p> <p>How did Black Americans campaign for equal civil rights?</p>  | <p><i>Supporting materials:</i><br/><i>SHP History Year 9 - Dale Banham and Ian Luff</i><br/><a href="http://bbc.in/2oNvb4T">http://bbc.in/2oNvb4T</a></p> <p><i>Assessment:</i><br/>End of year exam</p>   |

## Latin

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| <p><b>Autumn 1<br/>2020</b></p> | <p>To be introduced to the Romans, their Society and Government.<br/>To be introduced to the Olympian Gods.<br/>To be introduced to some of the basic grammar of the language including the use of subjects and objects, noun declensions and gender, and basic verbs.</p> | <p><i>Supporting materials:</i><br/>The Textbook<br/>CLC Website<br/>Interactive Program on school network.</p> <p><i>Assessment:</i><br/>Various vocabulary tests and translations (both Latin into English and English into Latin).</p> |
| <p><b>Autumn 2<br/>2020</b></p> | <p>To be introduced to the use adjectives.<br/>To be introduced to Roman Heroes.<br/>To be introduced to more on nouns and adjectives.<br/>To be introduced to the use of prepositions.</p>  | <p><i>Supporting materials:</i><br/>The Textbook<br/>CLC Website<br/>Interactive Program on school network.</p> <p><i>Assessment:</i><br/>Various vocabulary tests and translations (both Latin into English and English into Latin).</p> |
| <p><b>Spring 1<br/>2021</b></p> | <p>To go into further detail of the perfect tense.<br/>To be introduced to Roman Gods.<br/>To be introduced to the ablative case.<br/>To be introduced to verb conjugations and principal parts.<br/>To be introduced to infinitives.</p>                                  | <p><i>Supporting materials:</i><br/>The Textbook<br/>CLC Website<br/>Interactive Program on school network.</p> <p><i>Assessment:</i><br/>Various vocabulary tests and translations (both Latin into English and English into Latin).</p> |
| <p><b>Spring 2<br/>2021</b></p> | <p>To be introduced to some irregular verbs.<br/>To be introduced to adverbs.<br/>To be introduced to the imperfect tense.<br/>To be introduced to Roman Religion.</p>   | <p><i>Supporting materials:</i><br/>The Textbook<br/>CLC Website<br/>Interactive Program on school network.</p> <p><i>Assessment:</i><br/>Various vocabulary tests and translations (both Latin into English and English into Latin).</p> |
| <p><b>Summer 1<br/>2021</b></p> | <p>To be introduced to more irregular verbs.<br/>To be introduced to direct questions.<br/>To be introduced to the genitive and dative cases.</p>  | <p><i>Supporting materials:</i><br/>The Textbook<br/>CLC Website<br/>Interactive Program on school network.</p> <p><i>Assessment:</i><br/>Various vocabulary tests and translations (both Latin into English and English into Latin).</p> |

## Latin

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| <b>Summer 2<br/>2021</b> | To be introduced to Roman Festivals, Games and Shows.<br>To be introduced to more irregular verbs.<br>To be introduced to the present tense. | <i>Supporting materials:</i><br>The Textbook<br>CLC Website<br>Interactive Program on school network.<br><br><i>Assessment:</i><br>Various vocabulary tests and translations (both Latin into English and English into Latin). |
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## Mathematics

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| <p><b>Autumn 1<br/>2020</b></p> | <ul style="list-style-type: none"> <li>• Rounding to decimals places</li> <li>• Range of values</li> <li>• Interchanging fractions and decimals</li> <li>• Recurring decimals</li> <li>• Standard Form</li> <li>• Probability, including tree diagrams</li> <li>• Percentage increase and decrease</li> <li>• Reverse percentages</li> <li>• Compound percentage increase/decrease</li> <li>• Ratio and Proportion</li> </ul>  | <p><i>Supporting materials:</i><br/>STP textbook<br/>BoardWorks<br/>MyMaths</p> <p><i>Assessment:</i><br/>1 Period Test</p>  |
| <p><b>Autumn 2<br/>2020</b></p> | <ul style="list-style-type: none"> <li>• Expanding brackets</li> <li>• Difference of two squares</li> <li>• Expressions and equations</li> <li>• Inequalities and regions</li> <li>• Factorising, including factorising quadratics</li> <li>• Recognising the factors of the difference of two squares</li> </ul>  | <p><i>Supporting materials:</i><br/>STP textbook<br/>BoardWorks<br/>MyMaths</p> <p><i>Assessment:</i><br/>2 Period Test<br/><b>October &amp; November test results will determine sets for next term</b></p> |
| <p><b>Spring 1<br/>2021</b></p> | <ul style="list-style-type: none"> <li>• Calculating the mean of discrete data</li> <li>• Calculating the mean of grouped data, ie. from a frequency table</li> <li>• Cumulative frequency</li> <li>• Finding the median, quartiles, and the inter-quartile range from a cumulative frequency graph</li> <li>• Constructing a formula</li> <li>• Substitution into a formula</li> <li>• Changing the subject of a formula</li> <li>• Finding the nth term of a sequence</li> <li>• Simultaneous Equations</li> </ul> | <p><i>Supporting materials:</i><br/>STP textbook<br/>BoardWorks<br/>MyMaths</p> <p><i>Assessment:</i><br/>1 Period Test</p>  |

# Mathematics

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| <p><b>Spring 2<br/>2021</b></p> | <ul style="list-style-type: none"> <li>• Quadratic Equations</li> <li>• Using graphs to solve equations</li> <li>• Cubic graphs</li> <li>• Reciprocal graphs</li> <li>• Recognising a curve from its equation</li> <li>• Estimating the gradient of a curve</li> <li>• The area of a trapezium</li> <li>• Calculating the length of an arc of a circle</li> <li>• Calculating the area of a circle</li> <li>• Volume of a prism</li> </ul> | <p><i>Supporting materials:</i><br/>STP textbook<br/>BoardWorks<br/>MyMaths</p> <p><i>Assessment:</i><br/>2 period TEST</p>   |
| <p><b>Summer 1<br/>2021</b></p> | <ul style="list-style-type: none"> <li>• Transformations</li> <li>• Enlargements</li> <li>• Reflections</li> <li>• Rotations</li> <li>• Compound rotations</li> <li>• Translations</li> <li>• Similar figures</li> <li>• Finding lengths in similar shapes</li> <li>• Trigonometry : Sin, Cos and Tan – finding unknown lengths and unknown angles</li> </ul>  | <p><i>Supporting materials:</i><br/>STP textbook<br/>BoardWorks<br/>MyMaths</p> <p><i>Assessment:</i><br/>One period test or homework based assessment – at discretion of class teacher</p> |
| <p><b>Summer 2<br/>2021</b></p> | <ul style="list-style-type: none"> <li>• End of Year Exams</li> <li>• Exams review</li> </ul>  | <p><i>Supporting materials:</i><br/>STP textbook<br/>BoardWorks<br/>MyMaths</p> <p><i>Assessment:</i><br/>Two 1.5hr exams – <b>Results will determine Yr 10 set</b></p>                     |



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| <p><b>Autumn 1<br/>2020</b></p> | <p><b>UNIT 1: The Baroque Era &amp; Ground Bass</b></p> <ul style="list-style-type: none"> <li>• When was the Baroque era and what are the main musical features of the era?</li> <li>• Who were the main composers of the Baroque era?</li> <li>• What is counterpoint?</li> <li>• What is a ground bass?</li> <li>• What is a remix?</li> <li>• Can you perform Pachelbel's 'Canon in D'?</li> </ul>  | <p>Supporting materials:<br/>Class workbook<br/>PowerPoints on MS Teams<br/><a href="https://www.classicfm.com/discover-music/periods-genres/baroque/">https://www.classicfm.com/discover-music/periods-genres/baroque/</a></p> <p>Assessment:<br/>1) Ground bass composition<br/>2) Listening test on Baroque music</p>      |
| <p><b>Autumn 2<br/>2020</b></p> | <p><b>UNIT 2: The Romantic Era &amp; Opera</b></p> <ul style="list-style-type: none"> <li>• When was the Romantic era and what are the main musical features of the era?</li> <li>• Who were the main composers of the Romantic era?</li> <li>• What is chromaticism?</li> <li>• What is programme music?</li> <li>• What is the historical and cultural background of Opera?</li> <li>• How do you compose leitmotifs to fit a character's personality?</li> </ul> | <p>Supporting materials:<br/>Class workbook<br/>PowerPoints on MS Teams<br/><a href="https://www.classicfm.com/discover-music/periods-genres/romantic/">https://www.classicfm.com/discover-music/periods-genres/romantic/</a></p> <p>Assessment:<br/>1) Composition of leitmotifs<br/>2) Listening test on Romantic music</p> |
| <p><b>Spring 1<br/>2021</b></p> | <p><b>UNIT 3: Film Music</b></p> <ul style="list-style-type: none"> <li>• What is an interval and how do you identify specific intervals?</li> <li>• How do you create different moods and emotions in music?</li> <li>• How do you compose music to fit a variety of emotions?</li> <li>• What are the main musical features of action and horror music?</li> <li>• Who are John Williams and Hans Zimmer?</li> </ul>  | <p>Supporting materials:<br/>Class workbook<br/>PowerPoints on MS Teams<br/>YouTube demonstration videos</p> <p>Assessment:<br/>1) Performance of a chosen film piece<br/>2) Film music listening test</p>  |
| <p><b>Spring 2<br/>2021</b></p> | <p><b>UNIT 4: Composing a film soundtrack</b></p> <ul style="list-style-type: none"> <li>• How do you use Logic Pro X?</li> <li>• What is quantizing?</li> <li>• How do you notate a piece of music on Logic Pro X?</li> <li>• How do you structure film music?</li> <li>• What is the difference between diegetic and non-diegetic music?</li> </ul>   | <p>Supporting materials:<br/>PowerPoints on MS Teams<br/>YouTube demonstration videos<br/>iMac computers</p> <p>Assessment:<br/>Film music composition to accompany a video clip</p>  |
| <p><b>Summer 1<br/>2021</b></p> | <p><b>UNIT 5: Club Dance Music</b></p> <ul style="list-style-type: none"> <li>• What is club dance music?</li> <li>• What is a drop?</li> </ul>   | <p>Supporting materials:<br/>Class workbook<br/>PowerPoints on MS Teams<br/>YouTube demonstration videos</p>  |

# Music

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|                  | <ul style="list-style-type: none"><li>• What is a layered texture?</li><li>• What are the main musical features of Disco, House, Drum &amp; Bass, Dubstep &amp; Ambient music?</li><li>• What is the role of the synthesizer in club dance music?</li><li>• What are samples and loops?</li></ul>                      | iMac computers<br><br>Assessment:<br>1) Club Dance music composition<br>2) Listening test on Club dance music              |
| Summer 2<br>2021 | <b>UNIT 6: Musical Idol &amp; Band work</b> <ul style="list-style-type: none"><li>• How do you evaluate the worth of a musical artist/band?</li><li>• How do you work effectively as part of a band/ensemble?</li><li>• What are the key roles in a band/ensemble?</li><li>• What makes an effective lesson?</li></ul> | Supporting materials:<br>PowerPoints on MS Teams<br><br>Assessment:<br>1) Musical Idol presentation<br>2) End of year exam |

## Physical Education

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| <p>Physical education is possibly the curriculum area most affected by Coronavirus (Covid-19). Practical areas for the first half term will take place within a sport's National governing body guidelines adapting some of the delivery. I.E. contact is reduced in rugby.</p> |  |   |
| <p><b>Autumn 1<br/>2020</b></p>   | <p><b>Health Related Fitness:</b></p> <ul style="list-style-type: none"> <li>• Fitness testing (12 minute run, bleep test etc.)</li> <li>• Methods of training (Continuous, circuit, interval etc.)</li> <li>• Re-testing</li> </ul>   | <p><i>Supporting materials/ websites:</i><br/>BBC Sport, RFU, FA, ECB<br/>UK Athletics</p> <p><i>Assessment:</i><br/>Formative<br/>Summative<br/>Peer</p>   |
| <p><b>Autumn 2<br/>2020</b></p>   | <p><b>Badminton:</b></p> <ul style="list-style-type: none"> <li>• Rally and match based learning</li> <li>• Singles strategy (short and long)</li> <li>• Doubles strategy (attack or defensive styles)</li> <li>• Scoring and rules implementation</li> <li>• Tournament matches</li> </ul>  | <p><i>Supporting materials:</i><br/>See above</p> <p><i>Assessment essay:</i><br/>See above</p>   |
| <p><b>Spring 1<br/>2021</b></p>   | <p><b>Cross-country:</b></p> <ul style="list-style-type: none"> <li>• Look at training methods for development of CV fitness</li> <li>• Longer routes that are often off site</li> <li>• Strong link to HRF in HT1.</li> <li>• Personal monitoring of fitness and times.</li> </ul>  | <p><i>Supporting materials:</i><br/>See above</p> <p><i>Assessment essay:</i><br/>See above</p>   |
| <p><b>Spring 2<br/>2021</b></p>   | <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>• Games based learning</li> <li>• Officiating peers and peer assessment</li> <li>• ½ court defence, zonal and man-on-man</li> <li>• Full sided games with choice of strategy implemented.</li> </ul>  | <p><i>Supporting materials:</i><br/>See above</p> <p><i>Assessment:</i><br/>See above</p>   |
| <p><b>Summer<br/>2021</b></p>   | <p>Throughout the Summer term athletics takes place. Two events are looked at in each lesson from a selection of throwing, jumping and track.</p> <p><b>Throwing events:</b> safety measures, grip and stance, low to high, trajectory, power and control, rules.</p> <p><b>Jumping events:</b> safety, run up, take off, body position, landing, power and control.</p> <p><b>Track:</b> safety, pacing, starts, phases, technique, breathing, psychological aspects.</p> | <p><i>Supporting materials:</i><br/>See above</p> <p><i>Assessment:</i><br/>As the boys go through the years the input and technical language used is developed and peer assessment and feedback becomes more prominent as the boys become more independent with their learning. Times, distances and heights are regularly recorded and the emphasis is on personal development.</p> |

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| <p><b>Autumn<br/>2020</b></p> | <p><b>P1 Conservation and dissipation of energy</b></p> <ul style="list-style-type: none"> <li>• P1.1 Changes in energy stores</li> <li>• P1.2 Conservation of energy</li> <li>• P1.3 Energy and work</li> <li>• P1.4 Gravitational potential energy stores</li> <li>• P1.5 Kinetic energy and elastic energy stores</li> <li>• P1.6 Energy dissipation</li> <li>• P1.7 Energy and efficiency</li> <li>• P1.8 Electrical appliances</li> <li>• P1.9 Energy and power</li> </ul> <p>Part of Specification it relates to: 4.1 Energy</p>  | <p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> <li>• Physics and Maths tutor</li> <li>• BBC Bitesize</li> <li>• Doodle</li> <li>• Kerboodle</li> <li>• Twig</li> <li>• AQA</li> <li>• Cyber Physics</li> </ul> <p><i>Assessment:</i><br/>Summative assessment in each of the taught topics, Practical tasks</p> |
| <p><b>Spring<br/>2021</b></p> | <p><b>P2 Energy transfer by heating</b></p> <ul style="list-style-type: none"> <li>• P2.1 Energy transfer by conduction</li> <li>• P2.2 Infrared radiation</li> <li>• P2.3 More about infrared radiation</li> <li>• P2.4 Specific heat capacity</li> <li>• P2.5 Heating and insulating buildings</li> </ul> <p><b>P3 Energy resources</b></p> <ul style="list-style-type: none"> <li>• P3.1 Energy demands</li> <li>• P3.2 Energy from wind and water</li> <li>• P3.3 Power from the Sun and the Earth</li> <li>• P3.4 Energy and the environment</li> <li>• P3.5 Big energy issues</li> </ul> <p>Part of Specification it relates to: 4.1 Energy</p> | <p><i>Supporting materials:</i><br/>See above</p> <p><i>Assessment:</i><br/>Summative assessment in each of the taught topics.</p>  |
| <p><b>Summer<br/>2021</b></p> | <p><b>P6 Molecules and matter</b></p> <ul style="list-style-type: none"> <li>• P6.1 Density</li> <li>• P6.2 States of matter</li> <li>• P6.3 Changes of state</li> <li>• P6.4 Internal energy</li> <li>• P6.5 Specific latent heat</li> <li>• P6.6 Gas pressure and temperature</li> <li>• P6.7 Gas pressure and volume</li> </ul> <p>Part of Specification it relates to: 4.5 Forces</p>   | <p><i>Supporting materials:</i><br/>See above</p> <p><i>Assessment:</i><br/>Summative assessment in each of the taught topics, End of Year exam</p>   |

## Religious Studies

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| <p><b>Autumn 2020</b></p> | <p><b>Introduction to Islam</b></p> <ul style="list-style-type: none"> <li>• Who are Muslims?</li> <li>• Exploring the Five Pillars: <ul style="list-style-type: none"> <li>✓ Shahadah</li> <li>✓ Salah</li> <li>✓ Zakah</li> <li>✓ Sawm</li> <li>✓ Hajj</li> </ul> </li> <li>• What is the Quran?</li> <li>• How and why Muslims worship?</li> <li>• Islam and Life after Death</li> <li>• Islam and the Environment</li> <li>• Islam and wealth</li> <li>• Islam and Poverty</li> <li>• Islam and War</li> <li>• Islam and Peace</li> <li>• Muslims in the Western World</li> </ul> | <p><b>Supporting Material</b></p> <p>InspireRE Work booklet<br/>Wire for Islam BBC<br/>PowerPoints<br/>Microsoft Teams</p> <p>Assessment:<br/>End of unit assessment using GCSE style questioning (1,2,3 and 4 mark questions with a longer 12 mark question at the end)</p> |
| <p><b>Spring 2021</b></p> | <p><b>Philosophy, Ethics and Moral Values</b></p> <ul style="list-style-type: none"> <li>• How do we know right from wrong?</li> <li>• How do we know what is Good?</li> <li>• What is a moral dilemma?</li> <li>• How can we solve moral dilemmas?</li> <li>• What is Love?</li> <li>• What is Justice?</li> <li>• Do humans have rights?</li> <li>• What are religious rights?</li> <li>• What is Capital Punishment?</li> <li>• Are wealthy responsible for the poor?</li> <li>• Can war be justified?</li> <li>• How is religion portrayed in the Media?</li> </ul>               | <p><b>Supporting Material</b></p> <p>InspireRE Work booklet<br/>PowerPoints<br/>Microsoft Teams</p> <p>Assessment:<br/>End of unit assessment using GCSE style questioning (1,2,3 and 4 mark questions with a longer 12 mark question at the end)</p>                        |
| <p><b>Summer 2021</b></p> | <p><b>World Religions: Alternative Religions</b></p> <ul style="list-style-type: none"> <li>• Rastafari Beliefs</li> <li>• Rastafari Practices</li> <li>• Buddhist Beliefs</li> <li>• Buddhist Practices</li> <li>• Scientology Beliefs</li> <li>• Scientology Practices</li> </ul>   | <p><b>Supporting Material</b></p> <p>Workbook and PowerPoints</p>  |

## Spanish

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| <p>Autumn 1<br/>2020</p> | <p><b>Module 1 Mis vacaciones</b></p> <p><b>Unit 1:</b> Talking about a past holiday, using the preterite of <i>ir</i></p> <p><b>Unit 2:</b> Saying what you did on holiday, using the preterite of regular <i>-ar</i> verbs</p> <p><b>Unit 3:</b> Describing the last day on holiday, using the preterite of <i>-er</i> and <i>-ir</i> verbs</p> | <p><i>Supporting materials:</i><br/> <i>¡Viva! Libro 2,</i><br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>,<br/> <a href="http://www.classtools.net">www.classtools.net</a>,<br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p>Continuous evaluation throughout Module 1 covering all 4 language based skills.</p>       |
| <p>Autumn 2<br/>2020</p> | <p><b>Module 1 Mis vacaciones</b></p> <p><b>Unit 3:</b> Saying what your holiday was like, using the preterite of <i>ser</i></p> <p><b>Unit 4:</b> Giving a presentation about your holiday, making your sentences interesting</p> <p><b>Extensión:</b> Using two/three tenses together about holidays</p>  | <p><i>Supporting materials:</i><br/> <i>¡Viva! Libro 2,</i><br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>,<br/> <a href="http://www.classtools.net">www.classtools.net</a>,<br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><i>Assessment:</i><br/> An end of Module 1 test covering all 4 language based skills</p>  |
| <p>Spring 1<br/>2021</p> | <p><b>Module 3 ¡A comer!</b></p> <p><b>Unit 1:</b> Saying what food you like using a wider range of opinions</p> <p><b>Unit 2:</b> Describing mealtimes and using negatives</p> <p><b>Unit 3:</b> Ordering a meal, using <i>usted / ustedes</i></p> <p><b>Unit 5:</b> Talking about sporting events, using three tenses</p>                       | <p><i>Supporting materials:</i><br/> <i>¡Viva! Libro 2,</i><br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>,<br/> <a href="http://www.classtools.net">www.classtools.net</a>,<br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><i>Assessment:</i><br/> An end of Module 3 test covering all 4 language based skills</p>  |
| <p>Spring 2<br/>2021</p> | <p><b>Module 4 ¿Qué hacemos?</b></p> <p><b>Unit 1:</b> Arranging to go out, using <i>me gustaría</i> + infinitive</p> <p><b>Unit 2:</b> Making excuses, using <i>querer</i> and <i>poder</i></p> <p><b>Unit 4:</b> Talking about clothes, using 'this/these'</p> <p><b>Unit 4:</b> In the three tenses</p>  | <p><i>Supporting materials:</i><br/> <i>¡Viva! Libro 2,</i><br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>,<br/> <a href="http://www.classtools.net">www.classtools.net</a>,<br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p><i>Assessment:</i><br/> An end of Module 4 test covering all 4 language based skills.</p> |
| <p>Summer 1<br/>2021</p> | <p><b>General revision of all Modules</b></p>   | <p><i>Supporting materials:</i><br/> <i>¡Viva! Libro 2,</i><br/> <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>,<br/> <a href="http://www.classtools.net">www.classtools.net</a>,<br/> <a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a>,<br/> <a href="http://www.wordreference.com">www.wordreference.com</a><br/> Revision Guide</p>  |

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## Spanish

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| Summer 2<br>2021 | End of Year 9 examination of all Modules | <i>Supporting materials:</i><br>;Mira! 2, Heinemann,<br><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> ,<br><a href="http://www.classtools.net">www.classtools.net</a> ,<br><a href="http://www.Edpuzzle.com">www.Edpuzzle.com</a> ,<br><a href="http://www.wordreference.com">www.wordreference.com</a><br><br><i>Assessment:</i><br>End of year examination |
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