

Subject	Autumn	Spring	Summer
English	<p>To Kill a Mockingbird</p> <p><i>Novel</i></p> <p>Whole novel to be read, exploring themes, characters, plot and devices, along with discussions on tension development and story.</p>	<p>Inequality and Prejudice</p> <p><i>Extracts</i></p> <p>Non-fiction exploration of texts centred around the theme of inequality</p> <p>19th Century Writing</p> <p><i>Extracts</i></p> <p>Writing inspired by 19th century works, such as Jekyll and Hyde</p>	<p>Macbeth</p> <p><i>Play</i></p> <p>Bring in elements taught in year 8 – tragedy and genre. Whole play to be covered in depth</p>
Maths	<p>Set 3-4</p> <p>Unit 1 Number calculations Unit 2 Sequences and equations Unit 3 Statistics Unit 4 Fractions, decimals and percentages</p> <p>Set 2</p> <p>Unit 1 Indices and standard form Unit 2 Expressions and formulae Unit 3 Dealing with data Unit 4 Multiplicative reasoning</p> <p>Set 1</p> <p>Unit 1 Powers and roots Unit 2 Quadratics Unit 3 Inequalities, equations and formulae Unit 4 Collecting and analysing data</p>	<p>Set 3-4</p> <p>Unit 5 Geometry in 2D and 3D Unit 6 Algebraic and real-life graphs Unit 7 Multiplicative reasoning</p> <p>Set 2</p> <p>Unit 5 Constructions Unit 6 Equations, inequalities and proportionality Unit 7 Circles, Pythagoras and prisms</p> <p>Set 1</p> <p>Unit 5 Multiplicative reasoning Unit 6 Non-linear graphs Unit 7 Accuracy and measures</p>	<p>Set 3-4</p> <p>Unit 8 Algebraic and geometric formulae Unit 9 Probability Unit 10 Polygons and transformations</p> <p>Set 2</p> <p>Unit 8 Sequences and graphs Unit 9 Probability Unit 10 Comparing shapes</p> <p>Set 1</p> <p>Unit 8 Graphical solutions Unit 9 Trigonometry Unit 10 Mathematical reasoning</p>
Science (students begin to study GCSE)	<p>Atomic Structure (Chemistry)</p> <p>Cells</p>	<p>Energy (Physics)</p> <p>Bonding</p>	<p>Organisation</p> <p>Space</p>
Art	<p>Pop Art</p> <p>In this unit, students explore Pop Art as a starting point. They create art work that tests their drawing and painting skills as well as their creativity. They learn about the ideas, methods and approaches used by other Pop Art artists.</p>	<p>Typography and Propaganda</p> <p>In this unit, students explore their typography as a starting point. They create art work that tests their drawing and painting skills as well as their creativity.</p>	<p>3D Paper and recycled media Sea Creatures</p> <p>In this unit, pupils explore 3D making techniques. They develop their making skills and learn about different approaches to representing their experiences of 3D sculptures.</p>

Computing	Data Representation Python PRIMM	Digital Literacy 2 System Architecture	Boolean Logic & Assembly e-Safety & Cyber Security
Drama	<p>Text in Performance + Theatre Practitioners</p> <p>Students will explore the ethos and methods from a range of theatre practitioners including:</p> <p>Frantic Assembly/Jacques Lecoq/Augusto Boal and Katie Mitchell and apply their methods to extracts of text from modern texts including Alice Birch's Blank, The Curious Incident of the Dog in the Night-time and DNA by Dennis Kelly.</p>	<p>Devising Drama</p> <p><i>(Strategies/Practitioners/Portfolio)</i></p> <p>For this spring term students in Y9 will complete a mini-devising unit that mirrors the GCSE course and utilise prior learning of theatre practitioners and techniques whilst learning how to use strategies (The Onion/Hot-Seating/Entering a Room/Improvisation/Noel Grieg Conjuring Lists) in order to build complex roles/character and interesting engaging drama.</p>	<p>Set Play + Live Theatre</p> <p><i>(Digital) (Exam)</i></p> <p>Students will practically explore a short set play and then answer one question from the perspective of a performer and one as a designer (lighting, sound, costume) on a specific extract. Students will know and understand the characteristics and context of the play and can support their answers with sketches or diagrams</p>
Design Technology	<p>To follow on and build up from the knowledge and skills learnt from year 8 and develop design ideas through researching themes and existing products.</p> <p>Making a scaled model and templates to inform the making process and focusing on GCSE Assessment Objective A02 with modelling, sketching and developing ideas, with the potential of using CAD/CAM and a laser cutter.</p> <p>Coverage of three Design & Technology projects over the year, Product Design, Textiles and Food Technology.</p>		
MFL (French and Spanish)	<p>All about me</p> <p>Revision of key related topics from the previous SOW including adjectival agreements, past, present, future and imperfect tenses, prepositions, possessive adjectives, reflexive verbs, opinions, reasons and formal questions.</p> <p>Further develop vocabulary, comprehension, translation and production of language skills through a more advanced level of grammar.</p>	<p>Leisure and freetime</p> <p>Revision of key related topics from the previous SOW including adjectival agreements, past, present, future and imperfect tenses, prepositions, possessive adjectives, reflexive verbs, opinions, reasons and formal questions.</p> <p>Further develop vocabulary, comprehension, translation and production of language skills including comparatives, superlatives, direct object pronouns and key tense-related structures</p>	<p>Daily life and celebrations</p> <p>Revision of key related topics from the previous SOW including adjectival agreements, past, present, future and imperfect tenses, prepositions, possessive adjectives, reflexive verbs, opinions, reasons and formal questions.</p> <p>Further develop vocabulary, comprehension, translation and production of language skills including partitive articles, adjectives, subject & object pronouns, modal verbs, forming questions through formal language and combining tenses</p>
Music	<p>Film (Part 1)</p> <p>Developing knowledge of different film genres and how composers use different features to create different moods. Part 1 of this topic focuses on heroic film music and horror. Horror features are analysed through listening and performance and finally developed into storyboard compositions on Logic.</p> <p>Film (Part 2)</p> <p>Extending knowledge of film music through learning about leitmotifs and then focussing on music for spy films. Students learn leitmotifs and themes from James Bond on keyboards before developing these into their own James Bond arrangement that follows sync points.</p>	<p>Song Writing</p> <p>Learning about song structures, riffs and hooks. Develop triads from Year 8 by playing along with various songs to understand chords patterns (and the 4 chord trick). Developing performance skills on keyboards by learning 'Stand by Me' before using this knowledge to compose/ develop performance skills</p> <p>Dance</p> <p>Extend knowledge of musical structures by learning how dance music is structured. Learning how to calculate BPM and about different styles of dance music. Extend and develop music tech skills by learning how to compose electronic dance on Logic.</p>	<p>Samba</p> <p>Learning about features of samba including instruments and rhythms. Developing rhythm and ensemble performance skills by performing rhythmic patterns. Using note-reading skills and triads to develop this into a samba performance on keyboards.</p> <p>Minimalism</p> <p>Understanding the history and features of minimalism. Extending skills using Logic through learning features of minimalism and how these then develop into electronic dance music.</p>

Geography	<p>Tectonics</p> <p>Students to understand the threats posed by natural hazards and consider the local and global effects of these. Gives them a grounding in advance of the 'Natural Hazards' unit at GCSE</p> <p>Population</p> <p>Students understand the differences between the population of the UK and other countries and cities in the world and have a greater understanding of how humans can influence population</p>	<p>Global warming</p> <p>It is vital that students have an understanding of global warming that is based on fact and not fiction that may be shared by the media.</p> <p>Africa</p> <p>Students need to have a deep understanding about other contrasting areas of the world.</p>	<p>Geographical skills 2</p> <p>The idea of this unit is to refresh students' skills prior to either undertaking the GCSE Geography course or never studying Geography again. Vital skills for KS4 and later life.</p> <p>The living world (GCSE Unit)</p> <p>Students should have an awareness of how the actions of humans can have wide-reaching effects on some of our most important ecosystems worldwide.</p>
History	<p>Twentieth Century World</p> <p>A1: Suffragettes A01/A02: knowledge, evaluation, causation, judgement (GCSE 20 mark)</p> <p>A2: Interpretation question on Treaty of Versailles AO4: historical interpretations A01/A02: judgement, explanation, analysis</p>	<p>Twentieth Century World</p> <p>A3: Causes of World War II narrative question AO1/AO2: knowledge, links, analysis</p> <p>A4: Atomic bomb sources A03: source evaluation</p>	<p>Twentieth Century World/Cold War Intro</p> <p>A5: comparison of Malcolm X and King A01/2: analysis, judgement, significance</p> <p>(A6: Exam) A03: source evaluation</p>
RE	<p>The RE curriculum is currently being reassessed and this will be updated shortly.</p>		
PE/GAMES	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • physically active for sustained periods of time • engage in competitive sports and activities lead healthy, active lives. • Students of different needs/ PAG allowed to progress through streamed classes. • Links to PDW topics and core skills such as communication, teamwork and leadership 		
	<p>Rugby</p> <ol style="list-style-type: none"> 1. Handling/ receiving/ offloads 2. Attacking line passing– scissors/ loop 3. Tackling technique 4. Kicking– drop/ grubber/ from hand 5. Scrumming 6. Match play 	<p>Football</p> <ol style="list-style-type: none"> 1. Weak foot passes 2. Headers—attacking / defending 3. Volleys– passes/ shooting 4. 1 vs 1 shooting 5. Wing play 6. Match play 	<p>Netball</p> <ol style="list-style-type: none"> 1. Grid passing—sending and receiving ,changing direction 2. Passing down the line to create space 3. Centre pass tactics and communication 4. Defending the shooting circle 5. 2 ball netball game—attacking and defending 6. Match play
	<p>Volleyball</p> <ol style="list-style-type: none"> 1. Basic set shot—high net 2. Basic Dig shot—high net 3. Basic Spike shot—high net 4. Set, Dig , Spike combinations—high net 5. 4 vs 4 6. Match play 	<p>Badminton</p> <ol style="list-style-type: none"> 1. Serving—high / low serve 2. Overhead smash/ drop shot 3. Advanced net play 4. Forehand—drive and clear 5. Doubles 6. Match play 	<p>Athletics</p> <ol style="list-style-type: none"> 1. High Jump 2. Long Jump 3. Shot put 4. Discus 5. Triple jump 6. Track events

	International sports 1. Kabbadi 2. American Football 3. Aussie Rules 4. Gallic Football 5. Futsal	Gymnastics 1. Partner balances 2. Progressive group balances 3. Transitions—rolls, travel, leaps 4. Use of the spring board to gain height 5. Vaulting—squat and straddle on and through 6. Performance	Tennis 1. Grip and striking the ball over the net 2. Basic forehand 3. Basic volley 4. Basic backhand 5. Striking games 6. Match play
	Dance 1. Teacher led choreography—Contemporary dance 2. Motif development 3. Lifts and contact in pairs 4. Leading and coaching others 5. Peer assessment performance 6. Performance	Health and Fitness 1. Fitness testing 2. Cardiovascular endurance 3. Strength 4. Balance 5. Sport specific circuit	Rounders 1. Throwing and catching—under and over arm 2. Deep fielding—throwing and catching 3. Bowling techniques—backspin 4. Striking placements and batting square tactics 5. Base fielding 6. Match play
PDW (6 key themes)	Being me in my world Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self- identity, abuse and coercion, coercive control.	Dreams and goals Personal strengths, health goals, SMART planning, links between body image and mental health, non- financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Relationships Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services.
	Celebrating difference Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping.	Healthy me Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support.	Changing me Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes