



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 Gothic</p> <p><i>Extracts</i></p> <p>Writing inspired by 19th century works, such as Jekyll and Hyde</p>	<p>An Inspector Calls</p> <p><i>Play</i></p> <p>To read, explore and analyse the themes, context, stagecraft and underlying message of JB Priestley's play: An Inspector Calls</p>
Maths	<i>Higher course for students in set 1 and 2 who are getting ready for GCSE Mathematics</i>		
	<p>Reasoning with algebra</p> <ul style="list-style-type: none"> • Straight line graphs • Forming and solving equations • Testing conjectures <p>Constructing in 2 and 3 dimensions</p> <ul style="list-style-type: none"> • Three-dimensional shapes • Constructions and congruency 	<p>Reasoning with number</p> <ul style="list-style-type: none"> • Number • Using percentages • Maths and money <p>Reasoning with geometry</p> <ul style="list-style-type: none"> • Deduction • Rotation and translation • Pythagoras' Theorem 	<p>Reasoning with proportion</p> <ul style="list-style-type: none"> • Enlargement and similarity • Solving ratio and proportion problems • Rates <p>Representations and revision</p> <ul style="list-style-type: none"> • Probability • Algebraic representation • Revision
	<i>Foundation course for students in set 3 and 4 who need more support before GCSE Mathematics</i>		
	<p>Reasoning with algebra</p> <ul style="list-style-type: none"> • Straight line graphs • Algebra <p>Constructing in 2 and 3 dimensions</p> <ul style="list-style-type: none"> • Three dimensional shapes • Constructions and congruency 	<p>Reasoning with number</p> <ul style="list-style-type: none"> • Numbers • Percentages <p>Reasoning with number</p> <ul style="list-style-type: none"> • Maths and money <p>Reasoning with geometry</p> <ul style="list-style-type: none"> • Angles 	<p>Reasoning with proportion</p> <ul style="list-style-type: none"> • Transformations and similarity • Solving ratio and proportion problems <p>Representations and revision</p> <ul style="list-style-type: none"> • Rates • Revision • Probability
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>Oriental Art</p> <p>In this unit, pupils will learn about Oriental art and explore this theme through different artists old and new. Students will learn the different stylistic elements of traditional and contemporary oriental art and will make connections between artists, history and other cultural factors.</p>	<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</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>
Computing	<p>Data Representation</p> <p>Artificial Intelligence</p>	<p>Python 2</p> <p>Boolean Algebra</p>	<p>Networks</p> <p>e-Safety & Cyber Security</p>
Drama	<p>DEVISING DRAMA (CREATING & PERFORMING)</p> <p>This scheme dives into the work of Paper Birds Theatre, a contemporary, dynamic, distinctive company started in the 1990s by Kylie Perry and Jemma McDonnell. They call themselves story collectors, which is significant, and part of their vision is to be 'quiet rebels', provoking change one encounter at a time. Paper Birds have a full catalogue of shows, an excellent website containing free and for sale education resources: bundles, videos, scripts and learning packs, all attractive, comprehensive and teacher-friendly. They also offer popular live and on-line workshops. Their investment in performance and show-making is equal to their investment in educational work. Their approach works brilliantly with secondary school learners, giving young dramatists the tools and confidence to find their own strong creative voices. This scheme can work traditionally or in a physically/socially distanced learning environment.</p>	<p>THEATRE PRACTITIONERS & TEXT IN PERFORMANCE (EVALUATING & CREATING)</p> <p>The overall aim of this scheme of learning is to explore a physical theatre style by introducing students to the work of Frantic Assembly, and to encourage learners to try out techniques and practical starting points to help them create short devised pieces. The aim of this scheme of work is to prepare students to create non-naturalistic devised work using the format of the Component 1 unit of the GCSE Drama course. It is at first about how to start and create non-naturalistic performance work and how to link certain aspects of the devising log. These lessons are physical and active in their approach. The activities lead to a very symbolic, non-naturalistic short performance which does require students to think 'outside of the box'. The second part of the scheme moves on to explore <i>pool (no water)</i> by Mark Ravenhill, first performed by Frantic Assembly in 2006. This scheme of work explores the text using both on and off text work, devising, improvisation and practitioner exploration with a view to enabling students to use this play to inspire group performance, monologue, duologue or devising work. This scheme of work examines the text on a variety of levels</p>	<p>SET PLAY + LIVE THEATRE (PERFORMING & EVALUATING)</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. Students will watch (Digital Theatre screening) a live piece of drama. They will then select a key moment to explore a variety of aspects from acting skills (voice/physical/characterisation/communication) to design elements (lighting/sound/Set/costume) used in the production giving a personal analysis and evaluation of the theatrical elements that contributed to its total effectiveness in response to a question set from a past GCSE paper.</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>		

<p>MFL (French and Spanish)</p>	<p>French:</p> <ol style="list-style-type: none"> 1. Environmental and social issues Discussing different problems in the world today and what we can do to help. 2. The world of work Talking about different jobs and what they entail. Describing a typical day at work Talking about jobs that I would like to do in the future and why <p>Spanish:</p> <ol style="list-style-type: none"> 1. The world of work Talking about different jobs and what they entail. Describing a typical day at work Talking about jobs that I would like to do in the future and why 2. Environmental and social issues Discussing different problems in the world today and what we can do to help. 	<p>French: Who am I?</p> <p>Talking about family relationships, friendships and my daily life.</p> <p>Talking about how my life has changed since I was younger</p> <p>Making arrangements to go out with friends.</p> <p>Describing an outing in the past with family/friends.</p> <p>Talking about role models.</p> <p>Spanish: Holidays</p> <p>Talking about how I prefer to spend my holidays and why</p> <p>Describing a holiday in the past.</p> <p>Talking about problems encountered on holiday.</p> <p>Booking hotel rooms and other accommodation.</p>	<p>French: Free time</p> <p>Talking about sports</p> <p>Talking about my life online</p> <p>Talking about reading, film and TV</p> <p>Spanish: School</p> <p>Describing my school</p> <p>Giving my opinions on uniform and rules</p> <p>Comparing my secondary school to my primary school</p> <p>Talking about plans for a school exchange</p> <p>Talking about extracurricular activities and successes at school</p>
<p>Music</p>	<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 can 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>Africa</p> <p>Students need to have a deep understanding about other contrasting areas of the world. This unit explores Africa and its human and physical geography. Case studies such as Nigeria (population growth) and Kenya (tourism) are explored in depth.</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 and Climate Change</p> <p>It's important that we understand how the climate is changing, so that we can prepare for the future. Studying the climate helps us predict how much rain the next winter might bring, or how far sea levels will rise due to warmer sea temperatures.</p>	<p>Fieldwork Skills</p> <p>Students will gain an understanding of the importance of fieldwork in geography. The unit will focus on the basics of fieldwork skills and look at the reasons why geographers complete practical activities. The unit will offer practical opportunities and prepare the students for future geography study.</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>Our study of modern history begins with a unit of work on women and the vote, and the role of campaigning groups. We will consider further aspects of women's history in the twentieth century. This is followed by an enquiry into World War: causes of the war; the nature of trench warfare, the legacy and impact of war, and how the war ended.</p> <p>Student assessments this term will be an extended writing piece on the factors leading to the vote for women, and an evaluation of historical interpretations on the Treaty of Versailles.</p>	<p>Twentieth Century World</p> <p>This term we move onto a study of Russian history, which covers the revolution of 1917, the creation of a Communist state, and its development over the twentieth century. Students will then consider the Second World War: factors leading to the war, key turning points, the end of the war and Atomic Bomb and the Holocaust.</p> <p>Assessments will be completed on the causes of World War II (essay) and the debate surrounding the atomic bomb (sources investigation).</p>	<p>Twentieth Century World</p> <p>Rounding off the Year 9 programme of study we will focus on the post-war world, with studies on the development of the Cold War, and the fight for equal rights in the USA, Britain and Northern Ireland</p> <p>Students will complete an assessment comparing the importance of Martin Luther King and Malcolm X and will sit an end of year exam.</p>
RE	<p>Science and Religion</p> <p>Students learn about and begin to form conclusions about the compatibility of science and religion in the modern world, namely for the relationship of creation and The Big Bang. While angled slightly from a Christian perspective (e.g. when discussing Genesis and creation), the module forces students to evaluate the place of religion in an increasingly scientific world, while also examining the extent to which science dominates or ought to dominate.</p> <p>Holocaust</p> <p>Students will, in the lead up to Holocaust Memorial Day, be learning about the history of the Holocaust and the horrific acts of the Nazis. Students will also take part in a service led by a local Synagogue as part of the Holocaust Memorial Day, where they will learn from the Jewish community about their experiences.</p>	<p>Intro to Philosophy</p> <p>Students will be introduced to interesting areas of debate within wider philosophy, with parts linked to the A Level offered at The Hollyfield School, to ignite some deep philosophical passion. Students may look at (but not limited to): the nature of knowledge (epistemology), the nature of the mind, political philosophy, the nature of existence and being (metaphysics), art (aesthetics). Students will use this knowledge to tackle tough philosophical questions.</p>	<p>Intro to Ethics</p> <p>Students will be introduced to interesting areas of debate within moral philosophy, with parts linked to the A Level offered at The Hollyfield School, to ignite some deep philosophical passion. Students may look at (but not limited to): normative ethical theories (e.g. Utilitarianism, Kant, Virtue Theory), applied ethical issues (e.g. Abortion, Euthanasia, Trolley Problem), metaethics (e.g. are there real moral facts, or is everything just opinion?)</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 		

	Rugby <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 	Football <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 	Netball <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 	
	Volleyball <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 	Badminton <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 	Athletics <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 <ol style="list-style-type: none"> 1. Kabbadi 2. American Football 3. Aussie Rules 4. Gallic Football 5. Futsal 	Gymnastics <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Fitness testing 2. Cardiovascular endurance 3. Strength 4. Balance 5. Sport specific circuit 	Rounders <ol style="list-style-type: none"> 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	