Year 9	Michaelmas 1		Michaelmas 2		Lent 1		Lent 2		Trinity 1		Trinity 2	
English Lit & Lang	**War and Conflict** •War poetry: Owen, Sassoon •Rhetoric of war: Lloyd George, Churchill, Lincoln •Short stories: Pierce, London • Literary Journalism •Creative writing			**War and Conflict** •War poetry: Owen, Sassoon •Rhetoric of war: Lloyd George, Churchill, Lincoln •Short stories: Pierce, London • Literary Journalism •Creative writing	**Romeo and Juliet** • First whole Shakespeare play • Sonnets		**Romeo and Juliet** • First whole Shakespeare play • Sonnets		**Victorian Gothic** • A Christmas Carol • Short Stories • Socio-historic context • Victorian Poetry			**Victorian Gothic** • A Christmas Carol • Short Stories • Socio-historic context Victorian Poetry
Drama	**Introduction to Drama: Basic Skills** **Slapstick and Silent Comedy: Acting styles for melodrama and comedy.**			**The Stones: the drama of justice and responsibility** **Component 1: Understanding Drama-** *Section A: Theatre Roles and Terminology.* **Component 1: Understanding Drama-***Section C: Live Theatre Production*	**Component 1: Understanding Drama-***Section B- Study of a set play: THE CRUCIBLE*		**Component 2: Devising Drama** Brecht and Epic Theatre-***Monster Punch***		**Component 2: Devising Drama** Frantic Assembly and Physical Theatre **Component 3: Texts in Practice** Stanislavski and Naturalism: Scenes from ***The Wardrobe***			**Component 3: Texts in Practice** Stanislavski and Naturalism: Scenes from ***The Wardrobe***
Food preparation and Nutrition	**Core skills**: Knife skills with vegetable cuts **Skills focus:** Cakes **Topic: Food safety** **Food science:** Aeration **Competition** : Keen young cooks (DSA Teflon)	**October Half Term Holiday**	**Assessments w/c 2/12/19 before Christmas Holidays**	**Core skills:** Knife skills with poultry and meat **Skills focus**: Pastry **Topic:** Food choice , sensory evaluation **Food science**: shortening **Competition:** Trinity Masterchef regional finals (Springboard -Futurechef)	**Intermediate skills:** Doughs **Skills focus:** Pasta **Topic**: Food nutrition and health; Eating well; macronutrients; micronutrients **Food science:** Gluten formation **Competition:** A taste of game.	**February Half Term Holiday**	**Intermediate skills** **Skills focus :** Meat & poultry preparation, **Projects:** Magic with Mince & Cheeky chicken **Topic:** Diet and health Nutritional needs for different groups of people **Food science:** The Maillard reaction and non enzymic browning	**Assessments w/c 10/2/20 before Easter Holidays**	**Intermediate skills:** Setting mixtures **Skill focus:** Using gelatin and eggs **Topic:** Food provenance International cuisine: Festival fun **Food science :** protein denaturation and coagulation **Competition:** Trinity Masterchef heats	**Whitsun Half Term Holiday**	**Assessments w/c 15/6/20 before summer holidays**	Intermediate skills: Dough **Skill focus:** Bread Topic: Food provenance International cuisine Festival fun **Food science** : Caramelisation **Visits:** to Street Food markets **Competition:** Trinity Masterchef heats
Art	**Typography** • Research and identify key typography artists • Develop use of layout and visual space • Develop and refine a final outcome with the starting point of typography			**Colour Theory** • Learn how to use and make colour harmonies • Identify colour harmonies • Develop use of colour in primary observational work	**Rotational Symmetry** • Learn about the art form of Mandala's • Analyze the work of Mandala artists • Complete a series of drawings using different forms of rotational symmetry • Use colour theory to develop and refine own use of pattern and symmetry		**Observational Drawing** • Learn advanced observational drawing techniques • Produce own primary and secondary resources • Complete a drawing using the grid method • Research the artist and biologist Ernst Haeckel and produce an analysis looking at his work • Complete a	**Developing a Final Outcome** • Develop a final outcome using images created in Lent 2 and techniques developed in M2 and L1. • Fluently refine work • Produce a series of media trials to refine techniques • Accurately use rotational symmetry		**Printmaking** • Learn about the different forms of printmaking. • Intaglio processes: Etching • Planographic processes: Monoprinting, Monoprinting with colloagraph • Relief Processes: Polyboard and lino printing. • Try out a range of printing processes and refine the process of

					collection of drawings based on a topic within 'Natural Forms' • Use key terminology, critically and fluently evaluate own work for it's artistic merits.			lino-printing • Produce a multi layer print • Develop visual concept from T1 outcome (AO2) • Evaluate the work of William Morris OR Armi Raita
Maths Foundation Tier	Algebraic Reasoning • Collecting Like Terms • Multiply and Divide terms / expressions • Multiply out expressions with brackets such as 3(x+2) or 5(x-2). • Expand (and simplify) harder expressions such as x(x2-5) and 3(x+2)-5(2x-1). • Expand (and simplify) quadratic expressions such as (x+4)(x-2), (2x+y)(3x-2y) and (x+2)2 (use grid method) • Create expressions or formulae to represent worded problems • Order of Operations • Substituting negative numbers into expressions (and formulae) • Substitute positive and negative numbers into algebraic formulae involving powers • Using formulae from mathematics and other subjects that require prior simplification of brackets, including those that have negative signs occurring anywhere in the equation, and those with a negative solution • Derive a formula from a word problem (include examples on area, perimeter, angles etc) • change the subject	• Understanding equivalent fractions • Simplifying a fraction by cancelling all common factors • Ordering fractions by rewriting them with a common denominator • Adding fractions with the same denominator • Multiplying simple fractions • Four rules of number applied to any fractions (including Mixed Numbers) • Using fractions to solve worded problems from a variety of contexts • Understand that 'percentage' means 'number of parts per 100' and use this to compare proportions • Change a percentage to a fraction or decimal and vice versa • Changing a fraction into a decimal by division • Ordering fractions, decimals and percentages • Work out a percentage of a given quantity with and without a calculator • Finding one quantity as a percentage of another quantity • Using percentages in a variety of contexts • Find a percentage increase/decrease of an amount • Calculate compound interest for two, or more, periods of time	**Symmetry** • Recognise and draw on lines of symmetry. • Draw all lines of symmetry for simple shapes & polygons • Draw the reflection of a shape about a mirror line, on cm grid by counting • Complete shapes with one lines of symmetry • Reflect shapes in either axis using coordinates • Know the order of rotational symmetry for polygons • Complete shapes with rotational symmetry of order 2. • Complete a pattern with rotational symmetry 4. **Angles** • Recognise acute, obtuse, reflex and right angles. • Estimate angles and measure them accurately. • Use properties of angles at a point, opposite angles at a vertex and angles on a straight line. • Angles facts for triangles (including exterior angles) • Recognising and knowing basic properties of common 2D shapes (including triangles & quadrilaterals) • Properties of special Triangles and Quadrilaterals • Find alternate/corresponding angles within parallel lines • Find co-interior angles within parallel lines • Solve harder problems involving compound shapes involving triangles and parallel lines • Find and use the interior/exterior/sum of interior angles of regular/irregular polygons • Know and use the properties of special quadrilaterals	**Graphs** • Plot co-ordinates in all 4 quadrants • Given two points, find the mid-point. • Draw a straight line from a set of co-ordinates • Recognise equations of horizontal and vertical lines • Complete a values table for linear graphs such as y = 2x + 1 and draw the graph. • Understand the structure of y = mx + c and be able to answer questions around this. • Understand the links between equations of parallel lines and y = mx + c • Solve simultaneous linear equations in the form y = mx + c **Inequalities** ▪ Pupils display inequalities on a number line ▪ Give possible integer values for a given inequality ▪ To solve inequalities such as 4 > 5x – 2. ▪ To solve inequalities with variables on both sides such as 3x + 9 > 5x. ▪ Display solutions to inequalities graphically using shaded regions	• Using decimal notation and recognising that each terminating decimal is a fraction • Writing decimal numbers in order of size • Adding and subtracting mentally numbers with up to two decimal places • Using standard column procedures for addition and subtraction of decimals • Dividing by a decimal • Recognising that recurring decimals are exact fractions, and that some exact fractions are recurring decimals • Rounding to a given number of decimal places or significant figures • Estimating answers to problems involving decimals • Rounding to a sensible degree of accuracy • Using BIDMAS to establish a correct Order of Operations with/without a calculator • Calculating with Negative Numbers (with/without a calculator) • Use the terms square, positive square root, negative square root, cube and cube root • Using a calculator to accurately work out values of		• Find the perimeter of a shape by counting sides of squares. • Find the area of a shape by counting squares. • Estimate the area of an irregular shape by counting squares and part squares. • Work out the perimeter • Work out the perimeter of a harder rectangle such as 2.6mm by 5.8mm, with units • Area of a simple rectangle such as 4cm by 6cm, with units. • Work out the area of a harder rectangle such as 2.6mm by 5.8mm, with units. • Find the area of a triangle, parallelogram, kite and trapezium. • Solve reverse perimeter and area problems. • Find the area of compound shapes • Recognise, sketch and name 3D shapes e.g. cuboid, cylinder. • Recognise, sketch and name 3D shapes e.g. prism, pyramid, cone and tetrahedron. • Know properties of 3D shapes • Finding volumes by counting cubes and /or using layers. • Find the number of smaller cubes/cuboids which will fit into a larger cube/cuboid. • Recognise the net of a simple solid. • Recognise the net of a more complex solids • Represent 3D shapes on 2D diagrams, showing plan view, front and side elevations

	of a simple formula (one operation) • Change the subject of the formula where new subject appears only once • Change the subject of the formula, including cases where the subject appears twice		• Work out reverse percentage problems • Using ratio notation, including reduction to its simplest form and its various links to fraction notation • Solving word problems about ratio and proportion, including using informal strategies and the unitary method of solution • Dividing a quantity in a simple ratio • Dividing a quantity in a given ratio including *a:b:c*	• Identify similar/congruent shapes • Show formally that 2 shapes are congruent/similar **Measures** • Metric units • Etimations. • Scales • Compound measure			expressions with squares, cubes, powers and roots • Recall integer squares from 2x2 to 15x15 **and the corresponding square roots** • Recall the cubes of 2, 3, 4, 5 and 10 **and their corresponding roots** • Using index notation and index laws • Using Negative and Zero indices • Use index notation to solve problem questions		• Find the surface area of cubes, cuboids • Calculate the circumference of circles (using Pi) • Calculate the circumference of semi-circles or quarter circles • Calculate area of circles (using Pi) • Find the volume of simple prisms and cylinders
RE	**<u>AQA Specification A GCSE</u>** **<u>Christian beliefs:</u>** • What is the nature of God? • Why is God known as loving? • Why is the trinity important? • What do different Christians believe about creation? • What is the incarnation and why is it important? • How is Jesus the word of God? • Why did Jesus die for us? • Why did Jesus resurrect? • Why did Jesus ascend? •		**<u>AQA Specification A GCSE</u>** Continue: **<u>Christian beliefs:</u>** • Do Christians believe in resurrection? • What do Christians believe about the afterlife and judgment? • What is heaven and hell? • Why do we sin? • How does Jesus save us?	**<u>AQA Specification A GCSE</u>** **<u>Islamic beliefs:</u>** • What is the nature of God? • The oneness of God – Tawhid • What are angels? • What do Muslims believe about predestination and human freedom? • What do Muslims believe about life after death? • What do Muslims believe about heaven and hell? •		**<u>AQA Specification A GCSE</u>** Continue: **<u>Islamic beliefs:</u>** • Sunni and Shi'a split – what happened and why • The main beliefs in Sunni Islam • The main beliefs in Shi'a Islam • What is prophethood and why is it important? • What are the holy books? • The Imamate in Shi'a Islam	**<u>AQA Specification A GCSE</u>** **<u>Christian practices:</u>** • Worship ○ Different forms of prayer ○ Prayer and its significance ○ The role and meaning of the sacraments ○ The role and importance of pilgrimage ○ The role and importance of celebrations • The role of the Church in the local and wider community ○ The role of the Church in the local community ○ The place of mission, evangelism and Church growth ○ The importance of the world wide Church		**<u>AQA Specification A GCSE</u>** **<u>Islamic practices:</u>** • Worship ○ The five pillars and the ten obligatory acts ○ The Shahadah ○ Salah • Duties and Festivals ○ Sawm ○ Zakah ○ Hajj ○ Jihad ○ Festival and commemorations

Geography	**Restless Earth** 1.Global atmosphere systems 2.Past climate change. 3. Evidence for past climate change. 4. Greenhouse Effect 5. Enhanced Greenhouse Effect. 6. Impact of climate change on developing country. 7. Impact of climate change on an emerging country.			• Tectonic hazards 1,Theory of tectonics. 2. Different types of plate boundaries. 3. Comparison of causes, impacts and management of a volcanic eruptions at a developing, emerging and developed country. 4. Comparison of causes, impacts and management of a earthquakes at developing, emerging and developed country.	**Development Dilemmas** 1.Measuring development. 2. Development and population. 3. Global inequality. 4. Developing case study:- Malawi 5. How do countries develop. 6. Development in a globalized world, 7. India- TNCs, inequality and regional differences, sustainable development.			**Development Dilemmas cont.** 1. Top down development = India. 2 Bottom-up development- Biogas. 3. The future of India. **Challenges of an urbanizing World.** 4. Global trends 5. Processes and changes. 6.Comparing urban economies. 7. Changing New York. 8. Land Use in Cities. 9. Mumbai a growing city.	**Development Dilemmas Cont**. 1.Quality of life in Mumbai. 2. Challenges facing Mumbai 3. Sustainable Mumbai. 4. Top Down Approaches. Paper 2- UK Geographical Issues. 5. The UK's relief and geology. 6. Geology of the UK. 7. Phyiscal processes in the UK. 8. People in the UK. 9. Rivers:- Introducation. 10. Long profile of a river.			**Rivers** 11. Field Investigation = river Darent. 12. Write up- most as homework. 13. Flooding case study- Sheffield. Somerset 14. Climate change and prevention. **Coasts.** 15. UK coastline. 16.Coastal landforms. 17.Coastal management strategies. 18. Case study of rapid erosion.
History **History 9-1:** Pearson Edexcel GCSE	**<u>Course content:</u>** Paper 1- Thematic Study: Crime and Punishment in Britain c1000 to present (20% total) **Medieval England- Crimes, Law enforcement, punishments** **Early Modern England- Crimes, Law enforcement, punishments**			**<u>Course content:</u>** Paper 1- Thematic Study: Crime and Punishment in Britain c1000 to present (20% total) **Industrial Age- Crimes, Law enforcement, punishments** **20th Century- Crimes, Law enforcement, punishments**	**<u>Course content:</u>** Paper 1- Thematic Study: Crime and Punishment in Britain c1000 to present (20% total) **20th Century- Crimes, Law enforcement, punishments** **REVISION OF ALL TOPICS**			**<u>Course content:</u>** Paper 1- Historical environment: Whitechapel, c1870-1900: Crime and Policing in the inner city (10% total) **Whitechapel-Physical Environment** **Whitechapel-Social Environment**	**<u>Course content:</u>** Paper 1- Historical environment: Whitechapel, c1870-1900: Crime and Policing in the inner city (10% total) **Whitechapel-Organization of policing** **Whitechapel-Investigative policing** **REVISION OF PAPER 1**			**<u>Course content:</u>** Paper 2- British Depth Study: Early Elizabethan England, 1558-1588 (20% total) **Topic 1: Queen, government and religion (1558-69)**

Year 9	Michaelmas 1		Michaelmas 2	Lent 1		Lent 2	Trinity 1		Trinity 2
Combined Science	**Cell Biology** • The structure and function of plant and animal cells. • Microscopes and calculating magnification. • Required practical: Preparing onion cell and cheek cell slides. • Ultrastructure of cells. • Specialised cells. • Cell division. • Stem cells. • Uses and ethical concerns of stem cell research. • Aerobic and anaerobic respiration. • Growing microorganisms (triple only). • Testing new antibiotics (triple only). **Atomic structure** • Structure of an atom. • Development of the model of the atom. • Development of the periodic table. • Electron diagrams and configuration. • Interpreting information on the periodic table. • Calculating relative atomic mass. • Group 1, Group 7 and Group 8 elements.	October Half Term Holiday		**Structure and Bonding** • Ionic bonding. • Giant ionic lattices. • Properties of ionic compounds. • Covalent bonding • Giant covalent structures. • Simple covalent molecules. • Properties of Giant covalent structures. • Properties of simple covalent molecules. • Metallic bonding. • Properties of metals in relation to their bonding. • Nanoparticles (triple only). **Energy** • Gravitational potential energy. • Kinetic energy. • Work done and energy transfer. • Power • Specific heat capacity. • Required practical: Investigating specific heat capacity. • Dissipation of energy • Energy efficiency • Required practical: Investigating ways of reducing the unwanted energy transfer in a system (triple only). • Using energy resources. • Global energy supplies.	**Moving and changing materials** • Osmosis • Diffusion • Required practical : Investigating the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue. • Learning about active transport. • The need for transport systems. • Explaining enzymes. • Required practical: Investigate the effect of pH on the rate of reaction of amylase enzyme. • The digestive system. • Required practical: Use qualitative reagents to test for a range of carbohydrates, lipids and proteins. • Exchange surfaces • Plants minerals. • Circulatory system. • The lungs and gas exchange. • Coronary heart disease.	February Half Term Holiday		**Electricity** • Static electricity (triple only) • Electric fields (triple only) • Electric current. • Series and parallel circuits. • Investigating circuits. • Circuit components. • Required practical: I-V characteristics of a filament lamp, diode and a resistor at constant temperature. • Required practical: Investigating the effect wire length has on total resistance in a circuit. • Control circuits. • Electricity in the home. • Transmitting electricity. • Power and energy transfer. • Calculating power. • Difference between potential difference and current. **Chemical quantities and calculations** • Conservation of mass. • Balancing equations. • Relative formula mass. • Mass changes when gases are in reactions. • Chemical measurements and uncertainty. • Moles	**Chemical quantities and calculations** • Moles. • Amounts of substances in equations. • Using moles to balance equations. • Concentrations of solutions. • Atom economy (triple only). • Using concentrations of solutions (triple only). • Amounts of substances in volumes of gases (triple only). **Photosynthesis** • Explaining photosynthesis. • Looking at photosynthesis. • Investigating leaves. • Required practical: Investigate the effect of light intensity on the rate of photosynthesis. • Increasing photosynthesis. • Increasing food production. • Diffusion in living things. • Looking at stomata. • Moving water. • Investigating transpiration. • Moving sugar. • Surface area:volume ratio.	Whitsun Half Term Holiday		**Particle Model of Matter.** • Density • Required practical: To investigate the densities of regular and irregular solid objects and liquids. • Particle Model. • Changes of state. • Internal energy. • Specific heat capacity. • Latent heat • Particle motion in gases. • Increasing the pressure of a gas (triple only).

	• Transition metals (triple only).													
OSC Certificate in Sports Studies	Unit 052 - Developing Sports skills LO - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual			Unit 052 - Developing Sports skills LO - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual.	Unit 052 - Developing Sports skills LO - Be able to officiate in a sporting event.			Unit 052 - Developing Sports skills LO - Be able to apply practice methods to support improvement in a sporting activity	Unit 051 – Contemporary issues in sport LO – Understand the issues which affect participation in Sport			Unit 051 – Contemporary issues in sport LO – Know about the role of sport in promoting values
Music GCSE	**<u>Rock Music</u>** Exploring the development & musical features of Rock Music from 1950-present day. Exploration through theory, history and performance. Introduction to compositional skills on Sibelius (rhythm focused)			**<u>AOS2: Vocal Music – Set Work 1 - Killer Queen</u>** Learning the key musical features of Set Work 1 (Killer Queen, Queen). Continue to develop compositional skills on Sibelius (pitch focused) Introduction to Ensemble performances	**<u>Classical Song</u>** Exploration of the 'classical' song from Baroque-Romantic periods. Continue to develop compositional skills on Sibelius (structure, tonality & harmony) Continue with Ensemble performances			**<u>AOS2: Vocal Music – Set Work 2 – Music for a While</u>** Learning the key musical features of Set Work 2 (Music for a While, Purcell). Composing exercises/tasks: AOS1 focused Introduction to Solo performances	**<u>Baroque instrumental Music</u>** Exploration of the Baroque period and the instrumental music of that era. Composing exercises/tasks: AOS1 focused Development of Solo performances			**<u>AOS1: Instrumental Music 1699-17 – Set Work 3 – Brandenburg Concerto</u>** Learning the key musical features of Set Work 3 (Brandenburg Concerto, Bach) Composing exercises/tasks: AOS1 focused Performing skills
Music Technology	**<u>Using a DAW</u>** What is a DAW? What is MIDI? MIDI editing – focusing on rhythm Re-creating drum patterns in different styles from both drum tab and audio examples. Quantising as a rhythmic correction tool. Use of velocity			**<u>Using a DAW</u>** MIDI editing – focusing on pitch Re-creating parts of a song in different styles from both notation and audio examples. Quantising as a pitch correction tool. Use of velocity, pitch bend and modulation.	**<u>Using a DAW</u>** Completing Unit evidence on the functions of a DAW and pupils skills to sequence using a keyboard.			**<u>Exploring Popular Musical Styles…</u>** Study a variety of popular styles, examining how they developed and key historical influences. Compose pieces in these styles identifying their musical features in order to emulate them.	**<u>Exploring Popular Musical Styles…</u>** Musical styles to cover: Rock 'n' Roll Reggae			**<u>Exploring Popular Musical Styles…</u>** Musical styles to cover: Hip Hop Complete Popular study written work & compositions.
Computer Science	Learn about communications and the internet.			Learn about machines and computational modelling	Learn about data and data representation.			Database programming	Computational thinking and problem solving.			Programming in Python

Year 9	Michaelmas 1		October Half Term Holiday	Assessments w/c 3/12/18	Michaelmas 2		Lent 1		February Half Term Holiday	Lent 2		Trinity 1		Whitsun Half Term Holiday	Trinity 2	
Finance	Unit 1 Topic Content: Your personal finances (YPF)				Unit 1 Topic Content: Your personal finances (YPF)		Unit 2 Topic Content: Money management for your generation LiFE award (level 1)			Unit 2 Topic Content: Money management for your generation		Unit 3 Topic Content: Your future, your career (YFC)			Unit 3 Topic Content: Your future, your career (YFC) LiFE certificate (level ½)	
Statistics	Planning Types of data Population and sampling				Estimation Collecting data		Processing, representing and analysing data			Tabulation, diagrams and representation		Measures of central tendency			Measures of dispersion Scatter diagrams and correlation	
Engineering	<u>Design and make activity</u> <u>Jewelry box</u> • Marking out and cutting MDF • Finger joints • Adhesives and fillers. • Using the band saw. • Installing hinges • Final finish • Spray painting. • Lase cutting. • Testing				<u>Properties & Characteristics of Materials 1</u> • Properties ○ Chemical ○ Electrical ○ Mechanical ○ Optical ○ Thermal • Characteristics of Materials ○ Aesthetic ○ Environmental		<u>Properties & Characteristics of Materials 2</u> • Materials ○ Metals ○ Polymers ○ Wood ○ Ceramics ○ Composite • Safety & Correct Use ○ Control Measures ○ Tools, Equipment & Machines • Marking Out ○ Modification ○ Joining ○ Finishing			<u>Reading engineering drawings</u> • Drawing conventions ○ Title Block ○ Systems of measurement ○ Scale ○ Lines ○ Tolerance • 2D Projections - first & third angle • 3D Projections - isometric & 2 point perspective		<u>Design and make activity</u> Table lamp • 2D design • 3D modelling • Concrete and aggregates • Soldering copper piping • Flux and solder properties. • Heat bending. • Electric circuits. • Household plug and connections. • Switches. • Testing and evaluation.			Preparation for Exam Revision	
Business & Enterprise	Unit One Introduction to business enterprise				Unit One Identify characteristics of the different business types		Unit One Research the skills and characteristics of an entrepreneur			Unit Two Research different sources of funding.		Unit Two Research the differences between fixed and variable cost.			Unit 3 Select an appropriate project Identify aims and objectives of the project.	

CORE PE	**BOYS** Two groups will choose from the following: **Basketball** Varying passing, fluency of play, improving accuracy of set shots and lay-up shooting, tactics and strategies of attack and defence, refereeing games. **Table Tennis** Improving game play, using strategies and tactics to outwit opponent, using a full variety of different shots with accuracy, umpiring singles and doubles games. **Wall Ball** Basic rules, serve, forehand and positioning on court, strategies and tactics and umpiring. Inter-house competition: **Basketball** **GIRLS** **Tag Rugby** Ball handling, passing behind on diagonal with correct technique, set pay after a tag, defending in straight lines and positioning on the field. Outwitting strategies and full 9v9 matches Inter-house competition: **Tag Rugby**			**BOYS** Both groups will take part in: **Rugby:** Passing technique recap, tackling with safety, attacking on diagonal and defending on the straight, try scoring, team work and positioning on the pitch. Inter-house competition: **Full Contact Rugby/Tag Rugby** **GIRLS** **Trampoline** Recap on basic shapes and swivel hips progressions, introduction of front drop progressions. Focus on linking skills together and fluency of performance routines, evaluating performance of selves and peers. Judged performance based on GCSE criteria. Inter-house competition: **Trampoline**	**BOYS** Both groups will take part in: **Football:** Improving control and fluency of ball handling skills, moving quickly off the ball. Developing attacking and defending strategies and improving team work and application of skills in a game. Inter-house competition: **Football** **GIRLS** **Netball** Focus on game play, improving understanding of positions and roles on the court, demonstrating accuracy and control of skills and applying tactics and strategies to both attack and defence. Inter-house competition: **Netball**			**BOYS** Two groups will choose from the following: **Basketball** Varying passing, fluency of play, improving accuracy of set shots and lay-up shooting, tactics and strategies of attack and defence, refereeing games. **Table Tennis** Improving game play, using strategies and tactics to outwit opponent, using a full variety of different shots with accuracy, umpiring singles and doubles games. **Wall Ball** Basic rules, serve, forehand and positioning on court, strategies and tactics and umpiring. Inter-house competition: **Table Tennis** **GIRLS** **Tag Rugby** Ball handling, passing behind on diagonal with correct technique, set pay after a tag, defending in straight lines and positioning on the field. Inter-house competition: **Table Tennis**	**BOYS & GIRLS** **Athletics** Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay. Field events – shot-put, discus and javelin. Development of technique and opportunity to practice for sports day! No inter-house due to short half term			**BOYS & GIRLS** Choice of the following activities: **Kwik Cricket** Catching, throwing techniques. Further development of bowling technique, batting communication and running between the wickets. Strategies to outwit opponent. Full Pairs cricket with official rules. **Rounders** Catching, throwing underarm and overarm technique, positioning of fields, bowling and batting technique, recap on official rules and improving tactics and strategies in the game. **Softball** Basic rules, batting catching. Playing to full rules of the game, developing tactics and strategies of fielding and batting. **Tennis** Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Serve technique and drop shot. Introduce tactics and strategies to outwit opponent. Opportunity to practice techniques, tactics and strategies through games via tournaments. Inter-house competition Boys: **Dodgeball** Inter-house competition Girls: **Rounders**
OCR Cambridge National SPORT STUDIES	**RO52 - Developing Sport Skills** **Learning Outcome 2 – Team Sports** Students will be performing in either Netball or Football and developing their skills for an assessment.			**RO52 - Developing Sport Skills** **Learning Outcome 2 – Team Sports** Students will be performing in either Netball or Football and developing their skills for an assessment. **Learning Outcome 4 – Evaluation of Performance** Once LO2 lessons are complete, students will evaluate their performance in either netball or football.	**RO52 - Developing Sport Skills** **Learning Outcome 2 – Individual Sports** Students will be performing in either Trampoline or Table Tennis and developing their skills for an assessment.			**RO52 - Developing Sport Skills** **Learning Outcome 2 – Individual Sports** Students will be performing in either Trampoline or Table Tennis and developing their skills for an assessment.	**RO52 - Developing Sport Skills** **Learning Outcome – 1,2,4** Complete any outstanding work from previous learning outcomes.			**RO52 - Developing Sport Skills** **Learning Outcome 3 – Rules and Regulations.** Students will take part in rounders, learning the rules of the game. Each student will umpire a game in an assessment for the outcome.

(AQA)GCSE PE	**Paper 1 – Physical Training** • The relationship between health and fitness and the role that exercise plays in both. • The components of fitness, benefits for sport and how fitness is measured and improved. Single Theory Double Practical			**Paper 1 – Physical Training** • The principles and Types of training and their application to personal exercise/training programmes • How to optimise training and prevent injury. • Effective use of warm up and cool downs. Single Theory Double Practical	**Paper 1 – Applied Physiology and Anatomy** • The structure and functions of the musculoskeletal system • The structure and functions of the cardio-respiratory system Double Practical Single Theory			**Paper 1 – Applied Physiology and Anatomy** • Anaerobic and aerobic exercise • The short and long term effects Paper 1 – Movement Analysis • Lever systems, examples of their use in activity and the mechanical advantage they provide in movement Single Practical Double Theory	**Paper 1 - Cardiovascular and Respiratory System and Data Analysis** • Planes and axes of movements • Demonstrate an understanding of how data are collected – both qualitative and quantitative. • Present data (including tables and graphs) • Analyse and evaluate data Single practical Double theory			**Paper 1 –REVIEW and exam techniques Full Practical** Single Theory Double Practical
French	Studio Edexcel GCSE 9-1 Higher **Qui suis-je?** **1. Revision famille + description** Grammar adjectival agreement (table) importance of singular and plural (etre and avoir) **2. Revision Ville+ Preposition** Grammar prépositions (aller présent tense) **3. A comme amitié** Grammar quantifiers/comparatives, idiomatic expressions **4. C'est de famille** grammar reflexive verbs emphatic pronouns Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel Higher Baseline Exam			Studio Edexcel GCSE 9-1 Higher **Qui suis-je?** **1. On va voir un spectacle ?** Grammar question words + future tense + time phrases **2. Quelle soirée !** Grammar perfect tense + time phrases+ connective **3. Il était une fois…** Grammar imperfect tense Telling a story **4. La personne que j'admire** Grammar using three tenses Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel mod1	Studio Edexcel GCSE 9-1 Higher **Le temps des loisirs** **1. Revision sport and music** Grammar present past and future tenses **2. Revision technology, music and films** Grammar using present and past tenses using negative forms **3. Tu es plutôt foot, tennis ou basket ?** Grammar question words + future tense + time phrases **4. Ma vie d'internaute** Grammar using comparative Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel Higher writing			Studio Edexcel GCSE 9-1 Higher **Le temps des loisirs** **1. Lecture et musique** Grammar more practice on Imperfect tense **2. Mes émissions préférées** Grammar Direct Object Pronouns **3. Une soirée entre amis** Grammar superlative Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel Higher mod 2	Studio Edexcel GCSE 9-1 Higher **Jours ordinaires et jours de fête** **1. Revision les repas et la nourriture** Grammar partitive article + key irregular verb in present **2. Revision clothes** Grammar colour agreement + key irregular verb in present **3. C'est bientôt dimanche** Grammar modal verbs **4. Regarde ce que je mange.** Grammar 'en' pronoun Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel writing			Studio Edexcel GCSE 9-1 Higher **Jours ordinaires et jours de fête** **1. On peut se tutoyer ?** Asking questions in the tu and vous forms 2. **Félicitations !** Using 'venir de + infinitive **3. C'est la fête** Grammar : using a combination of tenses Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel Higher mod 3

Year 9	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Spanish	Viva Edexcel GCSE 9-1 Higher **Desconéctate!** **1. Revision holidays + weather** Grammar adjectival agreement (table) importance of singular and plural (etre and avoir) **2. Revision present + Preterit tenses** Grammar prepositions (aller present tense) **3. Que haces en verano?** Present tense Listen to identify pronouns **4. Como prefieres pasar las vacaciones?** Opinion verbs to refer to people Understanding percentages Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Viva Edexcel Higher Baseline Exam	Viva Edexcel GCSE 9-1 Higher **Desconéctate!** **1.Destino Barcelona** Preterit tense Using different structures to give opinions **2.Como era ?** Grammar : imperfect tense Dealing with unpredictable vocabulary **3.Quisiera reservar…** Grammar using verbs with usted Using question to form answers **4.Mis vacaciones desastrosas** Grammar using three tenses Positive and negative opinions Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Viva Edexcel mod1	Viva Edexcel GCSE 9-1 Higher **Mi vida en el insti** **5. Revision school subjects + facilities** Grammar descriptive structures **6. Revision school uniform + school day** Grammar using adjectives **7. Que tal los estudios ?** Grammar comparative + superlatives Using justification **8. Mi Nuevo insti!** Grammar using negative Comparing now and then Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel Higher writing	Viva Edexcel GCSE 9-1 Higher **Mi vida en el insti** 4. **Esta prohibido !** Grammar phrase followed by an infinitive Tackling harder listening tasks **5. Destino Zaragoza !** Grammar Near Future tense Asking and answering questions **6. Mis club y mis exitos** Grammar Object pronouns Saying how long you have been doing something. Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel Higher mod 2	Viva Edexcel GCSE 9-1 Higher **Mi gente** **1. Revision socialising + family** Grammar key regular verb in present **2. Revision descriptions** Grammar using key irregular verb in present **3. Mis aplicaciones favoritas** Grammar using para + infinitive Referring to others **4. Que estas haciendo ?** Grammar the present continuous tense Improvising dialogues Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel writing	Viva Edexcel GCSE 9-1 Higher **Mi gente** **5. Leer es un placer** Grammar : conjunctions **6. Retratos !** Grammar using 'ser' and 'estar' Understanding more detailed description **7. Relaciones** Grammar a range of relationship verbs Referring to present and past Weekly test 20 words/sentences to translate 1st lesson from KO vocabulary (supported by memrise App for revision) HW: weekly vocabulary in KO + review of lesson (linguascope & conti vocab sheet) End of term Exam based on Studio Edexcel Higher mod 3
GCSE Citizenship (Edexcel)	Theme A: Living together in the UK- Introduction 1. To identify the different types of communities which exist in Britain. 2. To understand the different composition of the UK population. 3. To understand the multitude of religions in the UK.	Theme A: Living together in the UK- Migration and community cohesion 1. To understand different reasons people move to the UK. 2. To be able to critically analyse sources of information on migration. 3. To consider pros and cons of immigration.	Theme A: Living together in the UK- Rights and responsibilities 1. To understand the link between rights and responsibilities 2. To understand discrimination and how it impacts on people's everyday lives. 3. To consider which human rights matter the most to themselves and other living in different circumstances.	Theme A: Living together in the UK- Local government. 1. To understand how decisions are made for the local area and to consider the factors that affect decision making. 2. To explore where the council's funding comes from. 3. To look at a veriety of local problems and consider posible solutions.	Theme B: Democracy at work in the UK-Elections 1. To understand the process of getting elected. 2. To consider problems in our current voting system and possible solutions. 3. To decide what policies might appeal to the electorate.	Theme B: Democracy at work in the UK- Government 1. To consider how the government is formed in the UK 2. To considered how laws are made in our parliamentary system. 3. To investigate a variety of different cases for and against Parliamentary reform.