Year 9 Programmes of Study 2025/26

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year End Points
Art - Positive Choices	**"Mayan Masks"** Taking inspiration from Mayan sculptures to design & create a skull based sculpture out of soap with a focus on 3D form.	**"Mayan Masks"** Developing Mayan sculptures to design & create a relief skull based sculpture out of cardboard with a focus on pattern.	**"Pixel Pancho selfie"** Taking inspiration from street art work of Pixel Pancho to design & create a selfie design.	**"Pixel Pancho selfie"** Developing the work of Pixel Pancho to paint & add mixed media materials to the selfie design.	**"Biscuits"** Exploring print & mark- making techniques under the theme of biscuits as subject matter.	**"Biscuits"** A series of 1 off tasks using media & techniques not previously used to develop medium experience further.	Students will have **demonstrated a knowledge** and **understanding** of a **range of traditional** and **modern techniques, processes** and **media as well as to** apply **media appropriately** for different purposes. They will have understood how **artists are relevant to projects** and will have experienced the importance of the **planning process** from initial ideas, to **developing** and **refining ideas**, before applying techniques and processes to a **final resolution** as expected **at GCSE level**.
Computer Science	**Module**: Python Programming **Topics:** Variables, sequence, selection and iteration **Key Skills**: Be able to write programs using a range of techniques in	**Module:** Data Representation. **Topics:** Boolean logic, operators and arithmetic operations. Computer science legislation and impacts on society	**Module:** Programming Project **Topics**: In this programming project, learners will be expected to plan, write, test and evaluate a	**Module:** Computer Hardware and Software. Moral, legal and environmental concerns **Topics**: Input, Output and storage devices. System software, utility software and	**Module:** Vector Graphics **Topics**: Infographic **Key Skills:** Using software, design and develop a vector graphic on an informative topic to the public relaying data in	**Module**: Bitmap Images **Topics:** Triptych **Key Skills:** Using photo editing software design a triptych using a range of skills. Understand	Understand and apply the fundamental principles and concepts of Computer Science, including problem solving, logic, algorithms, and programming. Analyse problems in computational terms and have exposure to practical experience of writing computer programs in order to solve such problems. Understand the components that make up digital systems, and how they communicate with one another and with other systems. Understand the impacts of digital

	order to solve simple real world problems **MP1**: Practical Skills **MP2:** Programming Assessment	**Key Skills**: Understand the purpose of data in computer systems being represented in binary form. Understand simple Boolean logic. Construct and interpret pseudocode and data flow diagrams. **MP1**: CTAP 1 Exam paper **MP2**: CTAP 2 Exam paper	simple coded program. **Key Skills:** Create a list of success criteria, develop flowchart solutions to the problem presented, use a range of programming techniques including sequence, selection and iteration. Test and make corrective actions and evaluate the project based on their success criteria **MP1**: Project Submission **MP2**: Practical Assessment	drivers. Memory and Storage **Key Skills:** Classify the components of a computer and the basic functions of internal components. State the purpose of different utility software and identify open source and proprietary software. Describe computer science technologies with consideration of moral, legal and environmental issues. Also the purpose of each of the following acts; Data Protection Act (1998), Computer Misuse Act (1990) and the Copyright, Design and	a meaningful way. Understand the characteristics of a vector graphic in terms of scaling and its mathematical characteristics. **MP1**: Infographic submission **MP2:** Vector written assessment	what a bitmap image is, with reference to pixels, scaling, image sizes and metadata. **MP1:** Triptych submission **MP2:** Bitmap written assessment	technology to the individual and to wider society.

				Patents act (1998) **MP1**: CS1 Exam paper **MP2**: CS2 Exam paper			
Drama	**<u>Devising/Verbatim</u>** **Overview:** -Students to explore Verbatim theatre and use Newspapers articles and secondary source evidence to devise a performance -Students to explore the role of the audience and create characters who are representative of views -Students to explore the role of tone and mood in group work -Students develop credible roles	**<u>Blood Brothers</u>** **Overview:** -Students to explore (read and perform the Blood Brothers story by Willy Russell. -Students to explore the role of the audience and use directing skills. -Students to explore the roles of Mickey and Eddie – their social differences. -Students develop credible roles and perform to a high standard. -Students explore shape	**<u>DNA</u>** Overview: -Utilise themes such as bullying and gangs within performance -Study and use a set text for performance scenes -Develop ability to portray key emotions and communications of a variety of characters -Understand context of the time at when it was written.	**<u>Noughts and Crosses</u>** **Overview:** -Students will read and discuss the text of Noughts and Crosses by Malorie Blackman. -Exploration of what re-interpretation is and creating meaning and message through performance. -Stereotyping and subversion of stereotypes explored. -creating a convincing and credible role -Stage combat -Exploration of the director,	**<u>Physical Theatre</u>** **Overview:** -The actor's body is an endless resource that can be used in an imaginative way to create abstract feelings and concepts. -The difference between naturalistic and non-naturalistic. -That voice can be used to create a character. -Frantic Assembly – exploration of a theatre company. Their meaning and purpose. Watching	**<u>Lip Sync Battle</u>** **Overview:** -Develop students' performance skills, confidence and creativity -Enhance students' non-verbal communication, physical expression, timing and characterisation -Encourage teamwork and time management skills	1)To create self-aware and capable performers who understand the importance of voice, movement and interaction. Students will show how to use these performance tools effectively as well as showing the importance of being a reflective and appreciative audience member. 2) Students will have a deeper understanding of various texts from a range of historical and social contexts 3) Students will be able to create, devise and rehearse for a performance, showing clear understanding of collaborative skills. Students will also be able to reflect on live theatre examples and evaluate effectively.

	-Students explore shape and structure the work in a meaningful way -Students to self and peer assess **Assessment 1** – Assess response to events in performance. **Assessment 2 –** Effort grade.	and structure the work in a meaningful way -Students to self and peer assess **Assessment 3** – Ability to perform from a text. **Assessment 4 –** Effort grade.	**Assessment 3** – Practical performance of DNA scene	performer and audience member. -Students to self and peer assess **Assessment 4**– Performance exploring the questions around racism and physical violence.	performance of Frantic assembly (recorded) -How contrast in dynamics and emotions can be dramatically effective. -To work together effectively as a group. -Students to self and peer assess **Assessment 5** – use of the body to create a narrative (using Frantic assembly techniques).	**Assessment 6** – Written exam **Assessment 7-** Group performance	
Reasons for SoW	To spark debate Exploration of scandal and cover up - the role and responsibility of the media. To explore function of Verbatim theatre	To explore 1980's Britain - politics. Characterisation of Mickey and Eddie. To explore and develop the Liverpudlian accent and use of dialogue.	Gain knowledge and understanding of context of time for when pieces are written Study and apply a range	To discuss the issues of prejudice and racism. To explore use of empathy for characters and playwright's intentions. Reading of the text	To gain knowledge and understanding of Brecht – ready for GCSE Drama To understand Brecht's techniques to create epic theatre.	This is to end on a fun, energetic, ensemble SOW for Y9 – especially for those not taking it on to GCSE. Students to develop stage presence,	

	Placement of SOW – To engage students with a real event that happened and to get them excited about what happened.	Apply the role of the director To explore differences in social class and how this can be shown on stage. Placement of SOW – to explore language and use of voice prior to study of physical action and physical theatre next term.	of acting techniques to a script Rehearse and perform (off script) a chosen section of text. Placement of SOW- This SOW provides students the opportunity to deepen their performance skills, prior to studying GCSE Drama, or carrying on the skills learnt to other aspects of life.	Raising awareness of racism through re-interpretation of Romeo and Juliet. Placement of SOW – To explore attitudes to race and be able to understand the playwright's intentions when re-interpreting a script and concept. A SOW to maintain Y9 interest in the middle part of the year.	To create a piece of epic theatre in groups. To engage in Brecht's style of acting. Placement of SOW – For those who are taking Drama to begin to explore Brecht's epic theatre, prior to study at GCSE Drama level.	expressiveness and ensemble collaboration. To utilise group work skills, improvisation and character skills developed over KS3 study of Drama. Placement of SOW – A fun energetic end to KS3 drama which is placed at the end of the year to employ skills developed fully.	
English	**<u>Dystopia</u>** **AIM:** To explore the genre through classic text extracts and film.	**<u>Shakespeare – Twelfth Night</u>** **AIM:** To study the play in depth by	**<u>In the Sea there are Crocodiles</u>** **AIM:** To enjoy reading a	**<u>Power of Language + SLE</u>** **AIM:** To study a range of iconic	**<u>Unseen Poetry</u>** **AIM:** To study a variety of modern poems with a	**<u>Unseen Poetry & Project</u>** **AIM:** To continue and complete	**<u>Reading:</u>** Perceptively analyse and evaluate effect and purpose of linguistic and structural features, zooming in to examine writers' methods, commenting on how writer's

	To make connections between fiction texts and real history as well as current issues. To learn from the literary experts in order to improve own creative writing. **KEY SKILLS:** Identifying key features of genre and language. Explaining the effects of language and structure on meaning. Creative planning and writing skills. Technical accuracy. Discussion and debate skills. **CAREER LINKS:** Jobs which would help to	watching a Globe production as well as reading the play text. To know the features of Shakespearean comedy and compare to tragedy (Y8). To develop an appreciation of Shakespeare and make links between the play and real world e.g. festival of fools, lord of misrule. To discuss and debate issues and ideas raised by the play. **KEY SKILLS:** Identifying key dramatic methods as well as language features. Explaining the effects of language and	complete novel as a class. To develop an understandin g of refugee experiences. To instil empathy and understandin g of real as well as fictional people, from different backgrounds, cultures, countries and circumstance s. **KEY SKILLS:** Identifying and commenting on the effects of writers' choices. Evaluation of opinion. Comprehensi on and interpretation skills. Identifying links between	and powerful speeches in order to improve speech writing skills for the GCSE Spoken Language Endorsement. To build confidence in adapting writing for presenting to an audience. To complete this oracy unit of their GCSE English language course. **KEY SKILLS:** Identifying and commenting on the effects of writers' choices. Evaluation of persuasive devices. Researching, planning, writing, not taking and presenting skills.	focus on themes of conflict and emotion. To explore different forms of poetry and know how to identify key ones. To know how to approach an unseen poem with confidence. To express creativity through poetry. **KEY SKILLS:** Identifying key poetic features as well as language methods. Explaining the effects of language and structure on meaning. Essay writing skills with a focus on thesis statements, introductions and conclusions.	studying unseen poetry. To collate poems of choice that relate to the same theme. To create a personal poetry anthology. To express creativity through poetry. **KEY SKILLS:** Identifying key poetic features as well as language methods. Explaining the effects of language and structure on meaning. Essay writing skills with a focus on thesis statements, introductions and conclusions. Creative writing.	choices produce meanings and effects. Be able to securely cross-reference two different writers' uses of specific techniques, exploring the use of a wide range of literary devices. Integrate thoughtful and relevant contextual knowledge into a critical response to develop the interpretation of a text, applying deeper cultural capital and critical skills to discuss how meaning is shaped. **Writing:** Write technically sophisticated responses with a controlled range of vocabulary, sentence forms, grammatical constructions, and accurate spelling of ambitious vocabulary for a wide range of purposes and audiences. Sensitively and insightfully explore characterisation, setting and other narrative features when devising their own creative work, reflecting on feedback and re-drafting to improve. **Oracy:** •Express sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary organises and structures his or her presentation using an effective range of strategies to engage the audience an achieve the purpose of their presentation.

	avoid a dystopian future include beekeeping, environmental law, human rights law, politics, medical research, cyber activism, investigative journalism, archivism, urban planning, disaster management, charity work and farming. **READING:** Termly reading lists issued. Class reader as HW. All are encouraged to read for read for 20 mins per day.	structure on meaning. Essay writing skills – following PETAL structure. **CAREER LINKS:** Acting, directing, staging, costume/ lighting/ stage design. Literary criticism and research, curatorship, publishing. **READING:** Termly reading lists issued. All are encouraged to read for read for 20 mins per day.	the novel and real world. **CAREER LINKS:** Charity work, aid work, social care, human rights law, investigative journalism. **READING:** Termly reading lists issued. All are encouraged to read for read for 20 mins per day.	**CAREER LINKS:** Any job requiring presentations to audiences, job interviews. **READING:** Termly reading lists issued. All are encouraged to read for read for 20 mins per day.	**CAREER LINKS:** Journalism, poetry, TV/ film production **READING:** Termly reading lists issued. All are encouraged to read for read for 20 mins per day.	Research, collation and presentation skills. **CAREER LINKS:** Journalism, poetry, TV/ film production **READING:** Termly reading lists Issued. All are encouraged to read for read for 20 mins per day.	•listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.
Geography	**Tectonics and Development** Earth's Structure.	**Glaciated Landscapes** Distribution of global ice. Glacial processes.	**21st Century Issues: Climate Change**	**21st Century Issues: Resource Use** Distribution of global resources.	**GCSE Sustaining Ecosystems** What is an Ecosystem?	**GCSE Sustaining Ecosystems** Human use of rainforests. Threats to	• Understand the causes and consequences of tectonic events. • Understand how impacts and responses to tectonic events may vary according to levels of development.

	Processes at plate boundaries. Causes, consequences and responses relating to volcanic eruptions and earthquakes. Methods to improve development levels	Erosional landforms. Changes in glaciers and the impact on human activity.	Causes of climate change. Global variations in emissions. Global variations in impacts. Appropriate solutions to global warming.	Competition for resources. Conflicts arising from resource use.	Characteristics of world biomes. Characteristics of Tropical Rainforests	Rainforests. Case study of sustainable use of rainforests.	● Understand how glacial landscapes can change over long periods of time and how human activity can adapt sustainably to these changes. ● Understand the causes, effects and responses to global climate change. ● Understand how competition for resources can lead to conflict (Middle East, Arctic). ● Know how global agreements can be used to tackle climate change. ● Know the characteristics of global ecosystems and understand the impacts to, and management of, tropical rainforests. ● Understand the basic processes occurring at four types of plate boundaries. ● Know the key locations in Bangladesh and Russia. ● Know how to describe, analyse and present geographical data using complex techniques including statistical testing. ● Know how to provide developed explanations for geographical features. ● Know how to apply geographical knowledge in order to make balanced judgements and evaluations.
History	**Topics**: Thematic study on tolerance	**Topics**: What was it like to fight in WW1?	**Topics**: Nazi Germany & The	**Topics**: World War II & impact on the 'Home	**Topics:** Dropping of the A bomb & Cold	**Topics**: Making of modern Britain	Developed understanding of the interlinked reasons why historical events occur (eg WW1).

	Enquiry question: How fragile is tolerance in Britain? **Content**: Ancient World, Early Modern, Anne Lister, WW1 & disability, 20th C LGBTQ+ **Assessment:** Which factor had the biggest impact on tolerance? Skills: Thematic study of change **Cultural Capital:** Ideas of rights and protection of rights, influence of government, religion and individuals, LGBT individuals, Post WW2 liberalism,	(emphasis on aspects of trench experience) **Enquiry question**: What did it take to fight in the trenches? **Content:** Impact of modern weapons, fighting WW1 battles, life in trenches, recruitment & propaganda **Assessment**: What caused the First World War? **Skills:** Significance **Cultural Capital** includes: Relevance of Remembrance Day, experience of WW1 soldiers, use of	Holocaust (emphasis on Holocaust) **Enquiry question:** How significant was the Holocaust? **Content**: Nazi rise to power, life under a dictatorship, Holocaust causes & consequences **Assessment:** Why did Hitler become so popular? & knowledge test on Nazis **Skills:** Sources & interpretations **Cultural Capital:** How can dictatorships start?	Front' (emphasis on domestic/social aspect) **Enquiry question**: What impact did WW2 have on the Home Front? **Content**: Dunkirk, Blitz, Rationing & evacuation, WW2 presentations **Assessment:** What had the biggest impact on the 'Home Front'? & knowledge test on WW2 **Skills:** Significance **Cultural Capital:** The 'victory' of Dunkirk, Impact of war on ordinary people, 'spirit of the Blitz', WW2	War (emphasis on nature of conflict) **Enquiry question:** Was it right to drop the atomic bomb? **Content**: Reasons for dropping the A Bomb, causes of Cold War, Cuban Missile Crisis, Vietnam War & protest movement **Assessment:** Was the dropping of the A Bomb justifiable? **Skills:** Causes & consequences **Cultural Capital:** Morality of dropping an Atomic Bomb, was Cold War inevitable? Ideologies of capitalism &	(focus on increasing equality) **Enquiry question**: How has Britain become a more equal society post WW2? **Content**: Post WW2 Britain, Welfare state & NHS, Immigration, cultural change in 60s & 70s, gender & sexual equality **Assessment**: End of year exam **Skills**: Group work & transferable skills **Cultural Capital:** Post-War immigration, cultural developments, significance of	Deeper understanding of how WW1 & WW2 were 'total wars' with wide-ranging impacts. Understanding how 20th century events shaped the modern world (Britain & beyond) & relevance today More complex evaluation of sources usefulness & reliability, including an analysis on their provenance (author, date created, purpose). Writing shows developed analytical thinking, whether through multi-causal explanations of change or different aspects of significance.

		government propaganda, 'total war', Empire troops	Aspects of Nazi life, life for Jews in 1930s, responsibility of the Holocaust, memorialisation	outside of West Europe	communism, dangers of nuclear war	NHS, growth of tolerance post WW2, LGBTQ+ rights	
Maths	**Number** Product of prime Factors, HCF & LCM Estimation Error Intervals Bounds Rules of Indices inc. fractional and negative Standard form Surds Non-Calc Exam (contains year 8 content)	**Manipulating Algebra** Single and double bracket factorising Simplifying algebraic fractions Simultaneous equations Arithmetic Nth term rule Quadratic nth term rule Calc Exam Famous Mathematicians investigation	**Shape** Circles, arcs and sectors Cones and Spheres Compound Units Bearings	**Proportion** Percentages Ratio Direct proportion equations Pythagoras and SOHCAHTOA	**Investigating Data** Compound interest Frequency tables Cumulative Frequency Quartiles Box Plots Scatter Graphs EOY Exams Non Calc and Calc Exams	**Probability** Sample space diagrams Two-way tables Set notation Venn diagrams Tree diagrams	✓ Understand and simplify surds ✓ Write and error interval and calculate with upper and lower bounds ✓ Calculate in standard form ✓ Factorise a quadratic with a=1 including a difference of two squares ✓ Solve a simultaneous equation algebraically ✓ Problem solve with volume and surface areas. ✓ Understand bearings and use it to calculate a return journey ✓ Use Pythagoras and SOHCAHTOA in multistep problems and real-life circumstances ✓ Draw, use and interpret cumulative frequency diagrams and box plots ✓ Find conditional probabilities and use set notation with Venn diagrams ✓ Use and interpret tree diagrams with multiple routes
MFL French	**Technology** **How can we use infinitives?**	**World of work** **How do you form the**	**Film review** **What do these**	**Environment** **How do you form the**	**Revision and skills**	**Summer Project**	**By the end of year 9, students will be able to…**

	Skills: Discussing the pros and cons of technology and new media. **Grammar:** Recap of present, past, near future using time markers. Preference verbs + infinitives, advanced negatives, direct object pronouns, adjectival endings. **Assessment: Translation Quiz, Reading and Listening**	**conditional tense?** **Skills:** Talking about jobs, careers, future plans and ambitions. **Grammar:** Using the conditional tense. Expanding range of future phrases. Using pour/afin de + infinitive. Using qui & que. **Assessment: Translation Quiz, Speaking**	**scenes show us?** **Skills:** Film review of La Classe. Discussing key themes, characters and giving opinions. **Grammar:** Use of literature review vocabulary (il s'agit de…) and KS3 grammatical and GCSE opinion structures to create character descriptions and a film review. **Mid-Year Assessment, Translation Quiz**	**imperfect tense?** **Skills:** Discussing what you do to help the environment, environmental problems and their impact. **Grammar:** Using the imperfect tense and modals. Using si clauses with the imperfect and conditional, recapping il faut & on devrait, using ce qui & ce que. **Assessment: Translation Quiz, Speaking**	**Skills:** Revision techniques for End of Year Exam including speaking skills and consolidation of all topics. **Grammar:** Consolidation of all KS3 grammar: 5 tenses etc. **Assessment: Translation Quiz, Speaking**	**Skills:** Creating a lesson on a cultural topic relating to France or a French-speaking country. Creating a magazine in French consolidating Y9 learning. **Assessment: End of Year 9 Exam**	…express and justify opinions on the topics of technology, the environment, film and work. …conjugate verbs in the present, past, conditional, imperfect and near future tenses. …respond accurately to a photo card prompt. …critically analyse a film and historical events relating to 20th and 21st century France.
MFL German	**Media and Technology** **How do you use um zu?**	**Environment** **Which prepositions take the**	**Das Wunder von Bern** **What is the genitive**	**Work** **How do you form the**	**Speaking Skills** **How do you tackle a photo**	**Summer Project** **What was the reunification**	By the end of year 9, students will be able to…

	Skills: Discussing the pros and cons of technology and new media: social networks and mobile phones. **Grammar**: Using three time frames together, using weil and wenn clauses, in order to: um …zu, common imperfect forms. **Assessment**: Translation Quiz, Reading and Listening	**accusative and which take the dative?** **Skills**: Discussing what you can do to help the environment, environmental and social problems and their impact. **Grammar**: Consolidate use of three tenses, consolidate modal verbs + infinitive, consolidate um zu, consolidate connectives. **Assessment**: Translation Quiz, Speaking	**case and how is it used?** **Skills**: Reviewing Das Wunder Von Bern film, analysing themes, characters and what the scenes show us. Cross-curricular. **Grammar**: Genitive case, prepositions with accusative and dative cases, two-way prepositions. **Assessment**: Translation Quiz, **Mid-year exam**	**conditional tense?** **Skills**: Talking about jobs, careers and future plans, recognising plural nouns, talking about charity work and volunteering. **Grammar**: Future Tense : werden + infinitive, conditional Tense : möchten and würden, masculine and feminine forms of nouns. **Assessment**: Translation Quiz, Speaking	**card and role play?** **Skills**: Revision techniques for End of Year Exam including speaking skills and consolidation of all topics. **Grammar**: Consolidation of KS3 grammar: 5 tenses, verb pullers and kickers, use of um zu, all four cases. **Assessment**: Speaking	**of Germany and why was it important?** **Skills**: Talking about the reunification of Germany and its significance. **Grammar**: Manipulation of nouns, verbs and adjectives and changing verbs from 1st to 3rd person. **Assessment**: **End of Year Exam**	…express and justify opinions on the topics of technology, the environment, film and work. …conjugate verbs in the present, perfect, conditional and future tenses. …follow advanced word order rules including um zu, wenn and modals in the past and present. …understand the use of all four cases and a range of prepositions. …respond accurately to a photo card prompt. …critically analyse a film and historical events in 20th century German history.
MFL Spanish	**School** **How and why do adjectives change?**	**School** **How do you form the**	**Family and Free Time** **How do you form the**	**Where I live** **How do you form the**	**Food + Health** **What is a modal verb and**	**Film + TV** **What do I need to include in a**	**By the end of year 9, students will be able to…**

	Skills: Introducing yourself, school subjects, opinions, adjectives, describing teachers. Photo description **Grammar:** Definite article, adjectival agreement, opinions + plurals, ser + tener in present tense, intensifiers, connectives, comparatives. **Assessment:** End of Unit Assessment (Reading, Writing and Translation)	**present tense?** **Skills:** School activities, uniform, opinions. **Grammar:** Regular present tense verbs, Irregular first person forms, indefinite articles, revise adjective agreement. **Assessment:** End of Unit Assessment (Listening and Reading)	**near future tense?** **Skills**: Family members, pets, free time activities, sports **Grammar:** Regular and irregular present tense verbs, opinions + infinitive, near future tense, using time phrases **Assessment:** Mid-year exam (Reading, Writing and Translation)	**preterite tense?** **Skills:** Describing your town and what you did last weekend **Grammar:** Preterite tense, including a couple of key irregulars (fui, fuiste, etc); a la va al; time phrases in the past; sequencers; recap un/una/el/la **Assessment:** End of Unit Assessment (Listening and Speaking)	**what is it followed by?** **Skills:** Describing your diet in three tenses and saying what you should do to stay healthy. **Grammar:** Recap of three main tenses and time phrases; recap of key connectives and varying opinions; debería/me gustaría + infinitive **Assessment:** End of Unit Assessment (Reading and Translation)	**photo description** **Skills:** Describing your TV and film preferences and a trip to the cinema. Detailed film review. **Grammar:** Recap of three main tenses + conditional if possible for those taking GCSE Spanish. **Assessment:** End of Year Exam (Reading, Listening, Writing and Translation)	…express their opinions and justify them on the topics of school, family, free time, town, food and media. …understand the use of genders and adjectival agreement rules. … conjugate verbs in the present, preterite and near future tenses. …use a range of connectives to extend ideas. …respond to photo card and role play prompts.
Music	**<u>Film music (OCR GCSE Music: AOS 4: Film Music)</u>** ***Skills:*** 1.1 Develop listening skills to	**<u>Film music (OCR GCSE Music: AOS 4: Film Music)</u> (for 3 weeks)** followed by	**<u>The Classical Period & Why Was Mozart a Genius? Stormzy vs Mozart?</u>**	1.1 **<u>What makes a good popular song? (OCR GCSE</u>**	**<u>Blues Culmination Project</u>** (for 3 weeks) followed by **Preparation and revision**	**<u>Skills review</u>** **Following the results of Term 5 assessments/ End of Year exam:**	***ENDPOINTS:*** Deep understanding of the role of music in film and its importance. Ability to perform a range of film themes and leitmotifs and develop performance skills (solo/ensemble) Ability to compose a leitmotif and a soundtrack for a storyboard using

	understand how music is used in film using technical terminology 1.2 Developing skills to understand, compose and analyse leitmotifs 1.3 Developing the skills to perform more challenging film themes using more complex keyboard technique. 1.4 Will learn how to recognise textural changes in film music 1.5 Develop instrumental performance skills and fluency on keyboards, ukuleles, guitars and untuned percussion 1.6 Develop singing skills (accurate pitch/ensemble/fluency/expression) using MMC repertoire	**<u>The Classical Period & Why Was Mozart a Genius? Stormzy vs Mozart? (OCR GCSE Music: AOS 2: Concerto through Time)</u>** ***Skills: Continuing to develop and refine skills learnt in Term 1*** ***Skills:*** 1.1 Understand the main compositional features of the Classical period and Mozart 1.2 Developing the ability to compose in the Classical style (using a range of Mozart's techniques: tonic/dominant/ Alberti bass/modulation to	**<u>(OCR GCSE Music: AOS 2: Concerto through Time)</u>** (for 3 weeks) Followed by **<u>What makes a good popular song? (OCR GCSE Music; AOS 5: Conventions of Pop)</u>** ***Skills: Continuing to develop and refine skills learnt in Term 2*** ***Skills:*** 1.1 Understanding the key compositional features of what makes a good popular song 1.2 Developing	**<u>Music; AOS 5:</u>** 1.2 **<u>Conventions of Pop)</u>** (for 3 weeks) Followed by **<u>Blues Culmination Project</u>** (This Blues project forms part of the end of KS3 skills assessment) ***Skills:*** 1.1 Demonstrating the ability to perform a blues inspired piece "C Jam Blues" on keyboards showing fluency and a range of features (12 bar chords/walking bass/riff/improvisation/blues scale/extended chords) 1.1 Demonstrating the	**for the Y9 End of Year Exam** ***Skills: Continuing to develop and refine skills learnt in Term 4*** ***End of Term 5 assessment:*** ***Revision/*** ***Theory and*** ***Performance tests*** ***END OF YEAR Y9 EXAM*** **PLACE DURING THIS TERM**	***Skills: Specific skills based Performance Composition Listening Theory tasks To ensure all skills are embedded and refined.*** **End of KS3 skills portfolio completed**	Musescore 3 or Garageband, using a range of compositional techniques Ability to listen to examples of film music, demonstrating an advanced technical vocabulary. Ability to sing a range of songs in parts with increasing technical skills, secure intonation and expression Deep understanding of Mozart's compositional style/Classical period Ability to perform at least two pieces by Mozart showing technical mastery/fluency on keyboards Ability to compose a piece using a range of Mozart's compositional techniques using improvisation and music technology Ability to listen to examples of Mozart's music/Classical period and recognise the key features using an advanced technical vocabulary Ability to sing a range of songs in parts with increasing technical skills, secure intonation and expression Deep musical understanding of "what makes a good popular song" Ability to perform "Stand by me" in an ensemble maintaining individual instrumental/vocal part Ability to compose a popular song using chords, melodic lines and a clear structure on keyboards/ukuleles/guitars Ability to show mastery and instrumental skill. Ability to sing a range of songs in parts with increasing technical skills, secure intonation and expression

	1.7 Develop understanding of major/minor/chromatic chords/consonance/dissonance/ostinato 1.8 Learn how to compose a soundtrack to a piece of film, using music technology ***Topics:*** 1.1 Just play – film music (game of thrones, pirates of the Caribbean, Halo) 1.2 Film music – Musical contexts 1.3 Film composition ***Composition & Aural (5 weeks)*** 1.1 Learn to compose a film soundtrack to a film video, using a range of compositional devices and music	dominant/cadences etc) 1.3 Developing more complex performance skills and fluency on the keyboard (both hands/more challenging rhythms/pitch range/chromaticism) 1.4 Developing more complex theory/harmonic skills 1.5 Developing the technical ability to listen to and appraise some more complex pieces with an understanding of purpose. 1.6 Develop singing skills (accurate pitch/ensemble/fluency/expression) using MMC repertoire ***Topics:*** 1.1 Performance	the ability to compose a chord progression/ melody in a popular style 1.3 Chords – extended and inversions 1.4 Bassline (harmony) 1.5 Developing more complex keyboard, ukulele or guitar performance skills using "Just play" 1.6 Developing the technical ability to listen to and appraise a range of popular songs from the Rock n roll period onwards with an understanding of purpose. 1.7 Develop singing skills	ability to listen to a variety of blues inspired pieces and apply a more complex range of technical terminology and musical understanding 1.2 Demonstrating an understanding of the history, context, identity and purpose of the blues ***Topics:*** 1.2 Composing/ improvising using the Blues (a blues inspired piece for keyboards/voice/ukuleles and Garageband or Musescore)			Ability to perform a blues inspired piece in an ensemble maintaining either a vocal or instrumental part with mastery, fluency and expression Ability to understand the context/history of the Blues Ability to recognise all the key features in Blues pieces and details of performers. Ability to compose a blues inspired piece with a good understanding of chords/blues scale/melodic shape and other features Ability to demonstrate mastery/fluency (musicality) Ability to sing a range of songs in parts with excellent expression and intonation

	technology (either Musescore or Garageband) 1.2 Aural dictation using Musical Contexts exercises/FOS plus melody/bass /treble clef: wider intervals ***Listening/ Appraising (5 weeks)*** 1.1 Listening starters in Computer room: using MMC Y9 list (developing technical ability to recognise the musical elements/ 1.2 developing understanding/	"Eine kleine Nachtmusik"/" Welcome march" on keyboards to develop understanding, expression and technical skills 1.2 Composing a welcome march in the style of Mozart/Salieri using Music technology 1.3 Improvising new musical ideas of chord patterns (in the Classical style; for example sequential patterns using arpeggios/scales) 1.4 Comparing Stormzy's music with Mozart looking at the key musical elements of contemporary music with the music of the Classical period.	(accurate pitch/ensemble/fluency/expression) using MMC repertoire ***Topics:*** 1.1 Performing "Stand by me" in "band" ensembles 1.2 Performing a range of popular songs on keyboards, guitars and ukeleles 1.3 Developing "Just play" skills on instruments by performing "Africa" "Eye of the tiger" and "Thriller" 1.4 Composing a popular song (with or	1.3 Understanding the History, identity, purpose and context of the Blues 1.1 Listening to a variety of blues inspired pieces, demonstrating a high level of technical ability to identify the musical elements ***Breakdown of 10-week term*** ***Practical (5 weeks)*** 1.1 Performance of "C jam blues" /Revisiting "In the mood" from Y8/"Hound dog" (Rock n roll using			

	purpose) plus film music listening tasks from Musical Contexts ***Practical (5 weeks)*** 1.1 Performance of Just Play film compositions “Game of thrones” plus revisiting “Pirates of the Caribbean” developing fluency and skill on ukulele/guitar/keyboard 1.2 Performance of “Halloween”/”Mission Impossible”/” James Bond”/”The Good, the	***Breakdown of 10-week term*** ***Practical (5 weeks)*** 1.1 Performing “Eine Kleine Nachtmusik” on the keyboard with both hands plus the “Welcome March” (extension “Sonata in C K425) 1.2 Developing skills to improve piano technique and fluency 1.3 Improvising using chord patterns and Classical techniques on the keyboard 1.4 Revisiting and refining Just Play film music ensemble performances from last term (Ukeleles/keyboards/guitars/u	without lyrics), featuring chord patterns, melody, bassline and rhythmic contrasts (keyboards and music technology) 1.5 Listening to a range of popular songs and understanding the key musical features, context and historical aspects 1.6 Completing FOS lessons on chords/band instruments/pop song structure 1.7 Completing aural perception tasks	blues chord progression) (keyboards/ukuleles/voices/guitar/bass/drums) demonstrating a high level of instrumental fluency, ensemble and expression 1.2 Singing a range of Blues songs (including from Y9 MMC guidance) showing expression, good intonation and ability to sing in parts. 1.3 Just play-final performance of ensemble			

	bad and the ugly" developing keyboard fluency (both hands) 1.4 improvise melodies over chord patterns to fit chord sequences on the keyboard/while playing a film video 1.5 Reading staff notation with more complex rhythms/wider pitch range/time signatures and dynamics/ukulele/guitar TAB 1.6 Sing a range of songs (from MMC Y9) demonstrating expression, ability to maintain individual parts and good intonation 1.7 Using Djembes to compose/improvi	ntuned percussion) 1.5 Performing at least one song by Stormzy on the keyboard, looking at chord construction and comparing with Mozart **Composition & Aural (5 weeks)** 1.1 Composition of a welcome March using Mozart/Classical period compositional techniques using music technology (Musescore) 1.2 Aural perception exercises (using Mozart's melodies: aural dictation 1.3 FOS theory lessons (following Y8	***Breakdown of 10-week term*** ***Practical (5 weeks)*** 1.1 Performance of "Stand by me" (ensemble task: keyboard/ukulele/guitar/bass/drums/vocals) 1.2 Performance of a range of popular songs – on ukuleles, keyboards and guitars, demonstrating the ability to play a more complex melodic line, riff, chords and bass lines 1.3 Performance of Just play "Thriller medley"/"Afric	pieces learnt over the year (refining/revisiting) for final assessment of performance skills progress **<u>End of Term 4 Assessment:</u>** 1.Performance progress on keyboard/ukeleles: 2.Just Play progress so far (teacher assessed) assessed) 3.Listening tasks based on popular songs (student peer assessed) 4.FOS lessons			

	se atmospheric short film music ***End of Term 1 Assessment:*** 1.Performance progress of film themes on keyboards (student peer assessed) 2.Just play progress (student assessed) 3.Film music composition (teacher assessed) 4.Focus on sound lessons	MMC guidance) **Listening/ Appraising (5 weeks)** 1.5 Listening starters in Computer room: using MMC Y9 list (developing technical ability to recognise the musical elements/developing understanding/ purpose) plus analysis of Mozart's style using a range of his pieces, including "Eine kleine Nachtmusik", "Sonata in C" and Salieri's "Welcome march" 1.6 Listening to three Stormzy songs and comparing them with two Mozart pieces	a"/"Eye of the tiger" demonstrating a high level of fluency on keyboards, ukuleles, guitar and/or percussion 1.4 Singing a range of popular songs (and some from the MMC Y9 recommended list ***Composition & Aural (5 weeks)*** 1.1 Composing chord sequences on the keyboard, ukulele or guitar in C, G or F major, A, E and D minor (and a contrasting chords				

		Topics: 1.1 Performance “Eine kleine Nachtmusik”/” Welcome march” on keyboards to develop understanding, expression and technical skills 1.2 Composing a welcome march in the style of Mozart/Salieri using Music technology 1.3 Improvising new musical ideas of chord patterns (in the Classical style; for example sequential patterns using arpeggios/scales) 1.4 Comparing Stormzy’s music with	sequence) 1.2 Composing melodic lines, possibly with lyrics and harmonic intention 1.3 Writing simple bass lines using the root note of each chord (adding rhythm and passing notes) 1.4 Composing a popular style song (with or without lyrics) on the keyboard/ukulele/voice/guita				

		Mozart looking at the key musical elements of contemporary music with the music of the Classical period. **<u>End of Term 2 Assessment</u>** 1. Performance progress on Mozart keyboard pieces (student peer assessed) 2.Just play progress (student assessed) 3.“Welcome march” composition (teacher assessed) 4.FOS lessons **MID YEAR TEST (THEORY/ LISTENING)**	r using the features above. 1.5 Composing a popular style song using Music technology (Garageband) 1.6 Aural perception/melody/ rhythmic recognition tasks using popular songs ***Listening and appraising*** 1.7 Listening to a range of great popular songs from the				

			rock n roll period up until the present day: analysing chord sequences, structure, hooks and riffs, basslines, melodic development and how instruments are used. (some from MMC Y9 guidance) 1.8 Analysing the purpose/context and evolution of the popular song				

			since the 1950s **<u>End of Term 3 assessment:</u>** 1.Performance progress on keyboard/ ukeleles: popular songs and Just Play (student peer assessed) 2.Popular song composition (teacher assessed) 3.Listening tasks based on popular songs (student peer assessed) 4.FOS lessons				

PD 1 lesson per fortnight	Mental health - stress, anxiety, depression. Body image, positive influences,eating disorders, self-esteem.	Consent,pornography, upskirting, sexual pleasure & communication, impact of negative experiences, contraception, unplanned pregnancy, FGM & HBA.	Youth Employment UK. Skills, strengths, weaknesses, goals. Pre & post GCSE options.	Alcohol- impact on body & decision making; nicotine & vaping.	Economic well being, The Bank of England, Consumer choice.	Hate crimes, Malicious communication, Trolling, Prejudice.	They will have examined the positive associations between physical activity and the promotion of mental wellbeing and the characteristics of what a healthy lifestyle looks like and its benefits to physical & mental health. Also, how to take increased responsibility for maintaining and monitoring their own health. A Knowledge of how the media portrays young people; to recognise its possible impact on body image and health issues Then how to manage mental wellbeing concerns the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it. They should know the concepts of laws relating to sexual consent and other related areas such as exploitation, abuse, and FGM. They will have investigated the personal and social risks and consequences of alcohol use. They should have knowledge about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community. They will have some experience of the functions and uses of money, the importance of personal budgeting, money management and a range of financial products and services. They will have had the opportunity to explore GCSE option choices and the implications and options going forwards with these choices.

RS (AQA Short Course GCSE) Content	Peace and Conflict - The legitimacy of violence in the name of justice: just war, holy war, extremism and terrorism.	Peace and Conflict Nuclear weapons, Peace making, Support for victims of war..	Relationships Religious and non-religious attitudes towards sexual and familial relationships	Revision Focus on exam technique and timings	Revision/ exam Students sit the AQA short course GCSE, with sections on Christian beliefs and teachings, Islamic beliefs and teachings, Relationships & families and Peace & conflict.	Intro to philosophy What is philosophy, and how does it differ from RS? How do sceptical hypotheses threaten to undermine knowledge? And can this be escaped?	In addition to revision the year end points from Y8, students should be able to apply and critically evaluate Christian and Islamic beliefs to the following topics: Peace and conflict: The legitimacy of violence/pacifism Reasons for war including holy war, nuclear weapons, peace making, Support for victims of war Relationships: Sexuality, including heterosexual and homosexual relationships, Cohabitation, marriage and divorce, Contraception and family planning, Family roles, Gender roles Students should also be able to give informed, considered evaluations of arguments for and against philosophical scepticism (studies in the summer after the short course GCSE exam)
Science **Biology**	**Module: Cell Biology** **Topics: Microscopy,**	**Module: Transport in Cells** **Topics: Diffusion,**	**Module: Enzymes** **Topics: Enzymes**	**Module: Digestive System** **Topics: Structure and**	**Module: Ecology** **Topics: Adaptations,**	**Module: Ecology** **Topics: Nutrient**	• To understand the structural differences between types of cells and how it enables them to perform specific functions. • To be able to describe and explain the structure and function of the digestive

	cell division and cell Structure. **Key Skills: Biological drawings, research Skills, microscopy calculations, use of key terms.** **MP: Biological drawing RPA**	**exchange surfaces and osmosis.** **Key Skills: Planning and completing investigations, graph drawing, comparing structures and functions, precision of language, exam skills** **MP: Cells Test**	**Key Skills: Planning, completing and analysing investigations, making and recording observations, revision skills.** **MP: Mid year exam**	**function of the digestive system and chemical tests.** **Key Skills: Knowledge acquisition, interpreting results of investigations.** **MP: Enzymes and digestion test**	**competition and food webs and food chain efficiency, sampling.** **Key Skills: Research skills, use of key terminology, interpreting data, sampling techniques applications to the real world, exam skills.**	**cycling, human impacts on the environment.** **Key Skills: Exam skills, evaluating data on climate change, applications to the real world, revision skills.**	system, including the action of enzymes. ● To identify a range of scientific techniques for conducting a practical including quantitative and qualitative methods. ● To have an understanding of how organisms interact and are adapted to their environment for survival. ● To understand the process of respiration and its importance for biology. ● To use microscopes to make simple and accurate biological drawings. ● To correctly use scientific language in practical planning and analysis. ● To be able to calculate order of magnitude and magnification.
Chemistry	**Topics: Bespoke: Introduction to GCSE Chemistry** **Key Skills: Key words, Compound formulae, balancing equations, ratios,**	**Topics: Atomic Structure Periodic Table** **Key Skills: Literacy (extended wring), creativity, ICT, history,**	**Topics: Bonding, Structure & the properties of matter** **Key Skills: Literacy (extended wring), creativity, ICT,**	**Topics: Bonding, Structure & the properties of matter Allotropes of carbon Nanoparticles** **Key Skills:**	**Topics: Rate of Reaction** **Key Skills: key words, command words, balancing equations,**	**Topics: Rate of Reaction Graph & Practical skills** **Key Skills: Key words, command words,**	- Understand how to write compound formulae correctly and how to balance symbol equations - Correctly identify bonding types and be able to explain how and why this occurs in terms of electrons - Using key-terms, explain how bonding type affects physical properes & structure - Describe the different allotropes of carbon, their properes & uses

	reaction observations and practical skills, calculations. GCSE Required practical. **MP: Introduction to GCSE Chemistry Test**	**analysing, comparing, evaluating, extended writing, command words, key words** **MP : History of the atom & development of the PT assessment**	**history, analysing, comparing, evaluating, extended writing, command words, practical skills, , drawing dot & cross diagrams, key words** **MP: Half Year Exam**	**key words, drawing dot & cross diagrams, comparing models, evaluating, comparing, extended wring, command words, application s to real world** **MP: Bonding, Structure & properties of matter test**	**building practical skills, planning an investigation, extended wring, reaction observations, comparing, evaluating, graph skills, calculations from data and graphs, tangents. GCSE Required practical.**	**balancing equations, building practical skills, planning an investigation, extended wring, reaction observations, comparing, evaluating, graph skills, calculations from data and graphs, tangents. GCSE Required practical.** **MP: Yr9 EOY Exam**	- Explain when a chemical reaction will happen, the factors that affect the rate and describe methods to measure this in the laboratory
Physics	Topics: Waves 1 (Properties) Key Skills: Calculations, learning	Topics: Waves 2 (Electromagnetic Spectrum), Energy 1 (Energy, Work, Power)	Topics: Energy 2 (Energy Resources)	Topics: Energy 2 (continued) Forces and Motion	Topics: Forces and Motion Key Skills: calculating	Topics: Forces and Motion Key Skills: Extended writing,	- Use strategies for learning and recalling the key equations - Rearrange and use the equations to make calculations, showing clear working and writing the units - carry out experiments appropriately, having due regard to the correct manipulation of apparatus, the

	equations, units, significant figures, standard form, prefixes, practical skills, key words MP1: Properties of Waves Test	Key Skills: Calculations, learning equations, units, significant figures, standard form, practical skills, extended writing, literacy, key words MP2: Mid-year Test	Key Skills: key words, comparing, evaluation, discussion, research, ethics, Calculations, units, significant figures, standard form, prefixes MP3: Specific Heat Capacity GAT	Key Skills: Graph drawing and interpretation, calculations, learning equations, units, significant figures, standard form, prefixes MP4: Energy Resources Test	resultant forces, scale drawings MP5: Motion Test	explanation, application MP6: End of Year Exam	accuracy of measurements and health and safety considerations - Confidently use prefixes and powers of ten for orders of magnitude and express answers in both decimal and standard form. - Convert between units - Understand that energy can be transferred from one store to another. Describe the energy stores and pathways for a variety of scenarios. Apply the principle of conservation of energy to make calculations. - Evaluate the use of renewable and non-renewable energy resources and understand the economic, environmental, social and ethical issues surrounding energy resources. - Understand the difference between scalar and vector quantities; explain the effects of balanced and unbalanced forces on the motion of objects and draw and interpret motion graphs. - Describe the properties of waves and understand the uses and dangers of the waves in the electromagnetic spectrum.

DT Rotation Project	**End Points**
<u>Light</u> For the project the students will produce a light while exploring design movements to inspire a design. Creating a design brief will direct the design and project forward and give an improved evaluation of the product at the end. The development of skills will progress to new areas to include elements of electrics and further progression of workshop (timbers) and CAD/CAM (polymers) skills.	The students will be able to: ● Demonstrate safe working practices ● Formulate a design specification ● Identify disadvantages and advantages of using polymers ● Draw using the principles of perspective techniques ● Achieve an accurate and high-quality finish ● Solder safely ● Design with influences from others

Food Technology - 1 lesson per week **Objectves**	**End Points**
British and international cuisine In this project, students will develop the ability to select, modify, and make recipes for different religions, cultures, and dietary groups. They will prepare and cook recipes from a range of countries and cuisines, using different equipment and cooking methods. Testing sensory qualities of a wide range of foods. They will evaluate and apply the results of sensory testing.	The students will be able to: ● Identify hazards and control methods in the food room. ● Explain how the use of a marinade tenderises meat. ● Explain the scientific principles of shortening. ● Explain the scientific principles of cake making ● Explain the process of gelatinisation. ● Identify traditional ingredients/ dishes from a range of cuisines. ● Explain methods used to grow, rear, and catch food. ● Suggest ways that food waste can be reduced. ● Produce a successful range of products through accurate sequencing of stages and understanding of ingredients. ● Use the 4W's to select suitable dishes for an event.

	● Produce a detailed time plan with relevant health & safety and quality considerations. ● Successfully prepare and cook the chosen dish and clear away in the time available.