

2015-16		Autumn 1 2015	Autumn 2 2015	Spring 1 2016	Spring 2 2016	Summer 1 2016	Summer 2 2016
Year 9 9P 9H	THEMES	Magic and Monsters	Victorian Times	Mystery and mayhem	Persuasion	Rhythm and Rhyme	Equality
	ENGLISH	<p><i>Text:</i> Frankenstein by Mary Shelley Pre 1914 fiction</p> <p><u>Assessment outcome:</u> write the opening of a story using the Gothic Horror style</p> <p><u>Outcome 8I/8F:</u> To create a monster story using iPad app</p>	<p><i>Text :</i> Ruby in the smoke. Philip Pullman</p> <p><u>Assessment outcome:</u> To write a newspaper article about Victorian times.</p> <p>(KS3 PRODUCTION OF A CHRISTMAS CAROL)</p>	<p><i>Text:</i> Beowulf</p> <p><u>Assessment outcome:</u> To write an essay discussing 'Is Beowulf a hero?'</p>	<p><i>Text:</i> Read Around Books- Short Stories from other cultures by Ruskin Bond, Muthoni Muchemi, Bessie Head, Agnes Sam, Ridjal Noor</p> <p><u>Assessment Outcome:</u> Non fiction holiday brochure style writing about a place based on the books.</p>	<p><i>Text:</i> Benjamin Zephaniah – Poetry/Author Study</p> <p><u>Assessment outcome:</u> Write our own poem based on school life...</p>	<p><i>Text:</i> The boy in striped pyjamas by John Boyne</p> <p><u>Assessment outcome:</u> To write Grentel's diary describing her reaction to events at the end of the text.</p>
	MATHS	A continual programme of themes, alongside constant calculation work. Pupils are taught in ability groups to ensure learning develops at an appropriate level					

Year 9 9H 9P	SCIENCE 9P 9H	<u>Acids and alkalines</u>	<u>Energy and electricity</u>	<u>Forces and space</u>	<u>Plants and photosynthesis</u>	<u>ATOMS ELEMENTS AND COMPOUND MIXTURES</u>	<u>K.S.4 P.O.S. ENTRY LEVEL</u>
	COMPUTING	<u>Kodu Game Lab.</u> <u>Learning focus</u> <i>Students will create an Xbox game</i>	<u>Inside a Computer.</u> <u>Learning focus</u> <i>Students will investigate, name and understand components and hardware</i>	<u>Hour of Code.</u> <u>Learning focus</u> <i>Students will engage in a series of logic games that can be solved by creating simple computer code</i>	<u>E Safety;</u> <u>Learning focus</u> <i>Students will be made aware of the importance of staying safe when using electronic forms of communication</i>	<u>Hopscotch.</u> <u>Learning focus</u> <i>Students will work with an iPad app that allows the user to create simple animations and games, by developing computer code</i>	<u>Google Sketchup</u> <u>Learning focus.</u> <i>Students create their own 3D objects and worlds</i> <u>Bamzooki.</u> <i>Students will create a cyber-monster and compete in an obstacle race (optional topic if time permits)</i>
	PHSE Year 9 9H 9P	<u>PUBERTY</u> <u>Learning focus</u> <i>Students will reinforce their knowledge and understanding of male and female sexual development, and extend their biological</i>	<u>HEALTHY RELATIONSHIPS</u> <u>Learning focus</u> <i>Students will have a clear idea how to behave within a relationship and what's not acceptable behaviour. · Students will begin to recognise some of the</i>	<u>RESPECT FOR ALL/</u> <u>Learning focus</u> <i>To recognise that everyone can make different life choices . Students will explore body image and the effect of the media. They will consider</i>	<u>CONCEPTION</u> <u>Learning focus</u> <i>Pupils will begin to understand some of the processes of fertilisation and how pregnancy occurs.</i>	<u>PREGNANCY</u> <u>Learning focus</u> <i>Students will develop their understanding of the biological and emotional elements of pregnancy and the responsibility that this brings. Understand that the health of a</i>	<u>MAKING RESPONSIBLE AND INFORMED DECISIONS</u> <u>Learning focus</u> <i>Students will explore attitudes, values and skills to equip them to make responsible and well informed decisions about</i>

<p>Year 9 9P 9H</p>		<p>vocabulary.</p>	<p>qualities to look for in a relationship.. They will consider how feelings and emotions change during puberty and how to manage them. To recognise the importance of personal space.</p>	<p>how they deal with peer pressure, being assertive and practise saying 'no'. Students will understand the meaning of the word consent and that it is a personal right.</p>		<p>mother and the health of her unborn child are closely linked.</p>	<p>their lives. To enable open discussion about sexual health and contraception in a relaxed and constructive environment.</p>
	<p>ART AND DESIGN 9H 9P</p>	<p>Gargoyles <u>Learning focus</u> <i>Making a response to a theme</i> <u>Drawing skills</u>—using light and shade. <i>What is relief? Exploring paper mache materials. Using dry-brush technique.</i> <u>Art Links:</u> <i>Gothic Architecture</i></p>	<p>Gargoyles <u>Learning focus</u> <i>Making a response to a theme</i> <u>Drawing skills</u>—using light and shade. <i>What is relief? Exploring paper mache materials. Using dry-brush technique.</i> <u>Art Links:</u> <i>Gothic Architecture</i></p>	<p>Food Glorious Food <u>Learning focus</u> <i>Responding to the work of artists and designers, developing ideas</i> <i>Graphics, advertising, lettering, obs drawing, digital manipulation, applique, soft sculpture,</i> <u>Art links:</u> <i>Warhol, Oldenburg, Kate Talbot</i></p>	<p>Food Glorious Food <u>Learning focus</u> <i>Responding to the work of artists and designers, developing ideas</i> <i>Graphics, advertising, lettering, obs drawing, digital manipulation, applique, soft sculpture,</i> <u>Art links:</u> <i>Warhol, Oldenburg, Kate Talbot</i></p>	<p>Skulls <u>Learning focus</u> <i>Understanding cultural context,, refining technique and developing ideas</i> <i>Responding to a film. Painting & Drawing: traditional and non-traditional materials, found objects, pattern, modroc figure, 3D: puppets, found materials, card sculpture Using Animate It to create a refined animation.</i> <u>Art Links:</u> <i>Viva Calaca. Dia de los Muertos, Noah Scalin</i></p>	<p>Skulls <u>Learning focus</u> <i>Understanding cultural context,, refining technique and developing ideas</i> <i>Responding to a film. Painting & Drawing: traditional and non-traditional materials, found objects, pattern, modroc figure, 3D: puppets, found materials, card sculpture Using Animate It to create a refined animation.</i> <u>Art Links:</u> <i>Viva Calaca. Dia de los Muertos, Noah Scalin</i></p>

Year 9 9H 9P	DESIGN TECHNOLOGY 9P 9H	<p style="text-align: center;"><u>Textile owl</u></p> <p><u>Learning focus</u></p> <ul style="list-style-type: none"> • Threading the sewing machine independently • Decorative hand stitching • Adding embellishment 	<p style="text-align: center;"><u>Childs winter themed night light</u></p> <p><u>Learning focus</u></p> <ul style="list-style-type: none"> • Target markets • Designing and cutting shapes on 2d design and plotter • Combining materials • Soldering technique • Using router to make base 	<p style="text-align: center;"><u>Wooden Pencil Box</u></p> <p><u>Learning focus</u></p> <ul style="list-style-type: none"> • Choosing appropriate materials and finishes • Analysing existing products • Processes to make butt join with screws • Accuracy when measuring and constructing 	<p style="text-align: center;"><u>Packaging for Easter Egg</u></p> <p><u>Learning focus</u></p> <ul style="list-style-type: none"> • Consumer markets • Analysing existing packaging • Designing packaging for an Easter egg using 2d design and • Food labelling • Persuasive writing 	<p style="text-align: center;"><u>Steve Cambronne clocks</u></p> <p><u>Learning focus</u></p> <ul style="list-style-type: none"> • Designing in the style of another artist • Researching other artists • Refining skills on the Hegner saw 	<p style="text-align: center;"><u>Vacuum formed game - combining materials</u></p> <p><u>Learning focus</u></p> <ul style="list-style-type: none"> • Correct use of the vacuum former • Combining materials to make a product
	FOOD TECHNOLOGY 9P 9H	<p style="text-align: center;"><u>I'm nuts about nutrients</u></p> <p><u>Learning focus</u> Understanding foods high in Protein, carbohydrate, fats, vitamins and minerals</p> <p>Why we need nutrients</p>	<p style="text-align: center;"><u>Let's celebrate</u></p> <p><u>Learning focus</u> Loving preparing foods for a special occasion</p> <p>Combining a variety of ingredients</p> <p>Using filo pastry</p>	<p style="text-align: center;"><u>Food from around the world</u></p> <p><u>Learning focus</u> Can produce Mexican, Italian, Indian dishes</p> <p>Can produce skill based British food.</p> <p>Can name a variety of</p>	<p style="text-align: center;"><u>Adapt that recipe</u></p> <p><u>Learning focus</u> Knows how to make healthy food choices.</p> <p>Understands some food principles to be able to adapt a dish</p>	<p style="text-align: center;"><u>Classy Classics</u></p> <p><u>Learning focus</u> Knows dishes that come from different parts of the uk</p> <p>Can produce a batter, used in Yorkshire puddings and</p>	<p style="text-align: center;"><u>Pick your own</u></p> <p><u>Learning focus</u> Preparing dishes using fruit and vegetables that are seasonal</p> <p>Know how some fruit and vegetables are grown</p> <p>Know what they</p>

		What happens if we don't get enough nutrients?	Considering foods eaten at different celebrations	unfamiliar ingredients	Can adapt several recipes to make them suitable for the family and follow the healthy eating guidance	pancakes. Can use a potato masher Can make gravy and custard	look like, how they are harvested and prepared. Can follow a recipe independently
	MUSIC 9H 9P	<u>Spooky sound effects.</u> <u>Learning focus</u> Students will listen to atmospheric music. Holst Planets/ Learning basic music symbols and note values . matching correct values. Learning to count time /beat	<u>Basic music symbols</u> <u>Learning focus</u> Students will recognise basic music symbols and note values . matching correct values. learning to count time /beat. Christmas songs. Students will also have opportunities to develop skills to sing as a group. Choir	<u>TV adverts</u> <u>Learning focus</u> Students will listen to catchy tunes. Writing our own phrases of music and tunes on the keyboards to sell a product. Students will create persuasive jingles. To include an effective melodic line	<u>TV adverts</u> <u>Learning focus</u> Students will listen to catchy tunes. Writing our own phrases of music and tunes on the keyboards to sell a product. Students will create persuasive jingles. To include an effective melodic line	<u>Rhythmic chants.</u> <u>Learning focus</u> Students will become familiar with S Reich . clapping music/ Stomp ideas. Use of everyday things to create great sounds. Writing rhythmic phrases. Use of basic notation . Emotional responses through music. How do we play our feelings and emotions. what would angry sound like ? Keep singing together	<u>Rhythmic chants.</u> <u>Learning focus</u> Students will become familiar with S Reich . clapping music/ Stomp ideas. Use of everyday things to create great sounds. Writing rhythmic phrases. Use of basic notation . Emotional responses through music. How do we play our feelings and emotions. what would angry sound like ? Keep singing together

	<p>R:E 9H 9P</p>	<p style="text-align: center;"><u>Rites of Passage.</u> <i>Recommended focus on Hinduism and Christianity.</i> <u>Learning focus</u> <i>Students will explore death and life after death: what do Christians believe? Explore Hindu rites of passage.</i></p>	<p style="text-align: center;"><u>Morals, Ways in which religious beliefs effect conduct.</u> <i>Recommended focus on Christianity and Buddhism.</i> <u>Learning focus</u> <i>Students will explore Christian teachings on morality and how they form a strong element in the moral outlook of contemporary British Society. They will also explore Lifestyles characteristics of Buddhist values. The Five Moral Precepts. The life of a Buddhist monk. Teaching; leading by example</i></p>	<p style="text-align: center;"><u>Community and Charity.</u> <i>Recommended focus on Christianity and Buddhism.</i> <u>Learning focus</u> <i>Students will explore charitable action: groups and individuals with Christian commitment who work or have worked for the well-beings of others. The impact of significant Christians who have had an impact on their society by their work, principles and behaviour. The relationship between lay and ordained communities. Supporting the monastic Sangha and/or temple with money, food and gifts; monks' counsel the laity.</i></p>	<p style="text-align: center;"><u>Rites of Passage.</u> <i>Recommended focus on Islam and Judaism</i> <u>Learning focus</u> <i>Students will explore Muslim rites of passage. Naming and birth celebrations; circumcision; marriage, death and burial. Explore Judiasm focussing on Life rituals and ceremonies including rites surrounding birth, circumcision, Bar/Bat Mitzvah and marriage.</i></p>	<p style="text-align: center;"><u>Morals, Ways in which religious beliefs effect conduct.</u> <i>Recommended focus on Judaism and Islam</i> <u>Learning focus</u> <i>Students will explore The importance of Covenant or the bonding mutual agreements God makes with the Hebrew people. The Ten Commandments (Mitzvot): their importance in social and religious life. Jewish Teachings on moral and ethical issues in relation to contemporary British society. The Distinctive nature of Muslim family life. Conduct of family members; duties of parents and children; hygiene; diet; modesty; reasons for dress codes, food and drink rules and regulations.</i></p>	<p style="text-align: center;"><u>Community and Charity.</u> <i>Recommended focus on Islam and Sikhism.</i> <u>Learning focus</u> <i>Respect for religious beliefs of others (e.g. Bhai Ghanaiya and the Sikh Red Cross), and human rights (the role of Sikhs in the Second World War and the story of the Ninth Guru's supreme sacrifice for the human rights of all, Sikh and non-Sikh. Explore The unifying quality of the Brotherhood of Islam. The Umma (community); Salah Hajj and garments of ihram.</i></p>
--	---	---	---	---	--	---	---

	MFL 9H 9P	<p><u>Out and about</u></p> <p><u>Learning focus</u> Students will be consolidating their knowledge on colours, numbers and learning about naming parts of the body.</p>	<p><u>Out and about</u></p> <p><u>Learning focus</u> Students will be learning about zoo animals and food and drink.</p>	<p><u>In the home</u></p> <p><u>Learning focus</u> Students will focus on family members and pets that they may have.</p>	<p><u>In the home</u></p> <p><u>Learning focus</u> Students will learn about greetings and practising conversations</p>	<p><u>Ourselves</u></p> <p><u>Learning focus</u> Students will focus on naming items of clothing.</p>	<p><u>Ourselves</u></p> <p><u>Learning focus</u> Students will learn how to name and describe their interests and hobbies.</p>
	Humanities 9H 9P	<p><u>Mountains</u></p> <p><u>Learning focus</u> Students will locate and name highest peaks on a world map They will begin to understand how the mountain ranges of the world were formed and understand the composition of the earth: crust, mantle and core. They will locate and name some famous volcanoes past and present</p>	<p><u>Children and industry Victorian Britain</u></p> <p><u>Learning focus</u> Students will learn about technological, scientific and industrial innovations of the time. They will research child labour, pollution, and the growth of cities. They will use Primary and secondary sources to research aspects of Victorian life linked to Literacy text.</p>	<p><u>Desert and polar regions</u></p> <p><u>Learning focus</u> Students will locate these regions on a world map. They will investigate the Antarctic and Desert climate and ecosystems. They will research what it is like to live and work in these harsh environments.</p>	<p><u>World tourism</u></p> <p><u>Learning focus</u> Pupils will investigate whether tourism is a good or bad thing. They will investigate the growth of global tourism and factors that can impact upon it- increasing or decreasing the amount of tourism to a specific country-</p>	<p><u>World Development- Learning focus</u></p> <p>Students will be aware The historical influences of trading Students will recognise that Countries are interdependent. The links between countries may include: trade, foreign investment, aid, tourism, loans and treaties. Students will compile a Country factfile to compare with the</p>	<p><u>Second World War</u> linked to text</p> <p><u>Learning focus</u> Pupils will begin to understand the historical context in which the book they are studying is based- They will learn about differentiation, discrimination restriction of human rights and the labelling of sectors of society.</p>

						ones classmates are looking at	
	P:E 9H 9P	<p><u>Badminton</u></p> <p><u>Learning focus</u></p> <p><i>Students will learn to select, apply and link skills and tactics. They will also learn the rules of the sport and develop the attributes of good sportsmanship</i></p>	<p><u>Gymnastics/ Parkour</u></p> <p><u>Learning focus</u></p> <p><i>Students will learn to select, apply and link skills. They will have varied opportunities within this unit to develop their agility and co-ordination</i></p>	<p><u>Multi skills</u></p> <p><u>Learning focus</u></p> <p><i>Students will learn to select, apply and link skills and tactics. They will also learn the rules of the sport and develop the attributes of good teamwork and co-operation</i></p>	<p><u>Basketball</u></p> <p><u>Learning focus</u></p> <p><i>Students will learn to select, apply and link skills and tactics. They will also learn the rules of the sport and develop the attributes of good teamwork and co-operation</i></p>	<p><u>Striking/ Fielding</u></p> <p><u>Learning focus</u></p> <p><i>Students will learn to select, apply and link skills and tactics. They will also learn the rules of the sport and develop the attributes of good teamwork and co-operation</i></p>	<p><u>Athletics</u></p> <p><u>Learning focus</u></p> <p><i>Students will learn to select, apply and link skills and tactics. They will have opportunities to develop skills in both track and field events building stamina and co-ordination.</i></p>