



Halliford
School
SHEPPERTON

Year 9 Curriculum

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The long-term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources that can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricula for the individual academic subjects outlined in the following pages, students in Year 9 also have one lesson of PSHE, 2 lessons of PE and two lessons of Games per week.

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Natural Forms - Ugly Fruit</p> <p>Students will:</p> <ul style="list-style-type: none"> • be introduced to the theme of natural forms; • experiment with various drawing and painting techniques focusing on surface pattern and texture; • explore issues surrounding the selling of the 'perfect' looking fruit/veg – considering how 'ugly' fruit and veg are wasted and disregarded (Food waste) • learn how to generate ideas for their coil pot inspired by Ugly Fruit imagery – turning something 'Ugly' into an attractive and decorative form; • research the ceramicist Kate Malone as inspiration for their design; • develop their 3D skills and learn to communicate their 2D designs through working with clay techniques. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Students will continue to apply contextual and practical knowledge to create a personal and meaningful response to the topic introduced in Autumn 1, Ugly Fruit.</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Capturing Personal Space</p> <p>Students will:</p> <ul style="list-style-type: none"> • improve their practical understanding of line, shape and space through observational drawing. • develop skills in mark-making, recording and observation, analysis and printmaking. • develop an understanding of scale by learning to use perspective drawing. • research artists/designers whose work is inspired by the theme of personal spaces. • experiment with mono-printing techniques to create mixed media elements inspired by interior textures. • learn the concept of creating a reversed image. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.

Art cont.

<p>Spring 2 2025</p>	<p>Students will continue to apply contextual and practical knowledge to create a personal and meaningful response to the topic introduced in Spring 1, Capturing Personal Space.</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer 1 2025</p>	<p>Faces & Expressions Students will</p> <ul style="list-style-type: none"> • learn about facial proportions through observation and recording; • develop the ability to express emotions and feelings in paint and mixed media; • use the visual elements such as line/tone/form in an expressive way; • develop their understanding of colour, using the colour wheel to focus on primary and complementary colours; and • extend their ability to analyse and evaluate their own and others' work to be able to adapt and refine work as it develops. 	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work.
<p>Summer 2 2025</p>	<p>Revision and preparation for the End of Year Examination.</p> <p>Feedback on the examination.</p>	<p><i>Supporting materials:</i> Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of art, craft & design, including major movements. • Investigating and using a range of techniques, media and materials. • Analysis and evaluation of work. • End of Year Examination

Biology

<p>Autumn 1 2024</p>	<p>B1.1 The world of the microscope B1.2 Animals and plant cells B1.3 Eukaryotic and Prokaryotic cells B2.1 Cell division B2.2 Growth and differentiation B2.3 Stem cells B2.4 Stem cell dilemmas</p> <p>Required Practical: Use a light microscope to observe, draw and label a plant and animal cell</p> <p>Part of specification it relates to: 4.1 Cell Biology</p>	<p><i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Short examination questions Required Practical</p>
<p>Autumn 2 2024</p>	<p>B1.4 Specialisation in animal cells B1.5 Specialisation in plant B1.6 Diffusion B1.7 Osmosis B1.8 Osmosis in plants cells B1.9 Active transport B1.10 Exchanging materials</p> <p>Required Practical: Investigate the effect of salt or sugar solutions on plant tissues</p> <p>Part of specification it relates to: 4.1 Cell Biology, 4.2 Organisation</p>	<p><i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Synoptic test on Chapters B1 and B2 Required Practical</p>
<p>Spring 1 2025</p>	<p>B3.1 Tissues and organs B3.2 Human digestive system B3.3 The chemistry of food B3.4 Catalysts and enzymes B3.5 Factors affecting enzyme action</p> <p>Required Practical: Use qualitative reagents to test for a range of carbohydrates, lipids and proteins</p> <p>Required Practical: Investigate the effect of pH on the rate of reaction of Amylase enzyme Part of specification it relates to:</p> <p>Part of specification it relates to: 4.2 Organisation</p>	<p><i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Short examination questions Required Practicals</p>

Biology cont.

<p>Spring 2 2025</p>	<p>B3.6 How the digestive system works B3.7 Making digestion efficient B4.1 The Blood B4.2 The blood vessel B4.3 The heart B4.4 Helping the heart B4.5 Breathing and gas exchange</p> <p>Part of specification it relates to: 4.2 Organisation</p>	<p><i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Synoptic test on Chapters B3 and B4</p>
<p>Summer 1 2025</p>	<p>B7.3 Smoking and risk of disease B7.1 Non-communicable diseases B7.2 Cancer B7.4 Diet, exercise and disease B7.5 Alcohol and other carcinogens</p> <p>Revision for End of Year Examination</p> <p>Part of specification it relates to: 4.2 Organisation</p>	<p><i>Supporting materials:</i> AQA Biology textbook BBC Bitesize Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Short examination questions</p>
<p>Summer 2 2025</p>	<p>Revision for End of Year Examination End of Year Examination Feedback</p> <p>Summer work An assignment relating to the following topics: B5.2 Pathogens and disease B5.6 Viral diseases B5.7 Bacterial disease B5.8 Diseases caused by fungi and protists</p> <p>Part of specification it relates to: 4.3 Infection and response</p>	<p><i>Supporting materials:</i> Chapter by chapter revision booklets and past exam questions</p> <p><i>Assessment:</i> Homework End of Year Examination Required practical</p>

Chemistry

<p>Autumn 1 2024</p>	<p>C3.1 States of matter C1.1 Atoms C1.3 Separating mixtures C1.4 Fractional distillation and chromatography C14.2 Water safe to drink C14.3 Treating waste water C1.5 Structure of the atom C1.8 Electronic Structures</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Twig Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Unit test</p>
<p>Autumn 2 2024</p>	<p>C1.5 History of the atom C1.7 Ions, atoms and isotopes</p> <p>C2.1 Development of the periodic table C2.2 Electronic structures and the periodic table C2.3 Group 1 - the alkali metals</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Twig Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Unit test</p>
<p>Spring 1 2025</p>	<p>C2.4 Group 7 - the halogens C2.5 Explaining trends C2.6 The transition elements</p> <p>C3.2 Atoms into ions C3.3 Ionic bonding</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Twig Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Unit test</p>
<p>Spring 2 2025</p>	<p>C3.4 Giant ionic structures C3.5 Covalent bonding C3.6 Structure of simple molecules C3.7 Giant covalent structures C3.8 Fullerenes and graphene C3.11 Nanoparticles C3.12 Applications of nanoparticles</p>	<p><i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Twig Kerboodle Tassomai</p> <p><i>Assessment:</i> Homework Unit test</p>

Chemistry cont.

Summer 1 2025	C13.1 History of the atmosphere C13.2 Our evolving atmosphere C13.3 Greenhouse gases C13.4 Climate Change C13.4 Atmospheric Pollutants C14.1 Renewable and Finite resources C14.5 Life Cycle Assessments	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize, Twig Kerboodle Tassomai Revision classes <i>Assessment:</i> Homework Unit test
Summer 2 2025	Revision Revision Lessons for End of Year examination End of Year Examination Feedback and target setting following examinations	<i>Supporting materials:</i> AQA Chemistry textbook BBC Bitesize Twig Kerboodle Tassomai <i>Assessment:</i> Homework End of Year Examination

Classical Civilisation

<p>Autumn 1 2024</p>	<p>Sparta</p> <ul style="list-style-type: none"> • Social structure • Persian Wars • Military Training/tactics • Leda and the Swan 	<p><i>Supporting Materials:</i> Sparta booklet YouTube videos Scytale production</p> <p><i>Assessment:</i> Source analysis Comprehension Content Quiz Scytale production</p>
<p>Autumn 2 2024</p>	<p>Iliad</p> <ul style="list-style-type: none"> • The epic tradition • The plot • The characters • The main battles 	<p><i>Supporting Materials:</i> Iliad booklet The Iliad</p> <p><i>Assessment:</i> Iliad story book task Quiz Comprehension questions</p>
<p>Spring 1 2025</p>	<p>Pompeii</p> <ul style="list-style-type: none"> • Gladiators • Eruption of Vesuvius • Excavation and Osteoarchaeology • Dating the event • Graffito in Pompeii 	<p><i>Supporting Materials:</i> Pompeii booklet Documentary videos</p> <p><i>Assessment:</i> Debate Comprehension questions Quiz</p>
<p>Spring 2 2025</p>	<p>Mythology</p> <ul style="list-style-type: none"> • Daedalus and Icarus • Narcissus and Echo • Baucis and Philemon • Arachne • Jason and Medea 	<p><i>Supporting Materials:</i> Mythology booklet</p> <p><i>Assessment:</i> Comprehension questions Quiz</p>
<p>Summer 1 2025</p>	<p>Roman Britain</p> <ul style="list-style-type: none"> • Invasions • Boudicaan Revolt • Celts and Druids • Mithraeum • Baths <p>Revision for End of Year Examination</p>	<p><i>Supporting Materials:</i> Roman Britain booklet Documentary video</p> <p><i>Assessment:</i> Comprehension questions Quiz</p>
<p>Summer 2 2025</p>	<p>Feedback on End of Year Examination</p>	<p><i>Supporting Materials:</i> All booklets & textbook</p> <p><i>Assessment:</i> End of Year Examination</p>

Computer Science

<p>Autumn 1 2024</p>	<p>Power Point</p> <ul style="list-style-type: none"> • More advanced formatting skills • Use of space • Pace of presentation • Selection of images • Transparency • Textboxes 	<p><i>Supporting Materials:</i> Exemplar Work Step by Step Instructions</p> <p><i>Assessment:</i> At the end of each project.</p>
<p>Autumn 2 2024</p>	<p>HTML</p> <ul style="list-style-type: none"> • Mark up languages • Tags • Parts of a web page • Inserting Text • Inserting images • Making hyperlinks • Using web components 	<p><i>Supporting Materials:</i> Exemplar Work Online tutorials Helpsheets</p> <p><i>Assessment:</i> At the end of each project.</p>
<p>Spring 1 2025</p>	<p>Theory</p> <ul style="list-style-type: none"> • Binary numbers • Binary conversions • Network hardware <p>E-Safety</p> <ul style="list-style-type: none"> • Sticky Design • Infinite scroll • Advertising to young people • Persuasive content 	<p><i>Supporting Materials:</i> Online tutorials Exemplar Work Help sheets</p> <p><i>Assessment:</i> At the end of each project.</p>
<p>Spring 2 2025</p>	<p>Programming in Python</p> <ul style="list-style-type: none"> • Input / Output • Variables • Select Statements • Mathematical Functions • Strings vs Numbers • Iteration 	<p><i>Supporting Materials:</i> Revision sites</p> <p><i>Assessment:</i> At the end of each project.</p>

Computer Science cont.

Summer 1 2025	Programming in Python <ul style="list-style-type: none">• Input / Output• Variables• Select Statements• Mathematical Functions• Strings vs Numbers• Iteration Revision in preparation for the End of Year Examination	<i>Supporting Materials:</i> Online tutorials <i>Assessment:</i> Project Assessment
Summer 2 2025	Graphic Design <ul style="list-style-type: none">• Using vectors• Combining shapes• Magic Wand Tool• Using transparency• The Pen Tool• Advanced Fonts Feedback on End of Year Examination	<i>Supporting Materials:</i> Online tutorials Exemplar Work <i>Assessment:</i> Project Assessment End of Year Examination

Design & Technology

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Design and workshop skills</p> <ul style="list-style-type: none"> • Design Strategies • 2D to 3D drawings • Computer aided design • Practical workshop skills • Solidworks introduction 	<p><i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technology.org) www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<ul style="list-style-type: none"> • Design Strategies • 2D to 3D drawings • Computer aided design • Practical workshop skills • Solidworks introduction 	<p><i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technology.org) www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>3D printing Project</p> <ul style="list-style-type: none"> • Research famous designers • Research 3D printing • Design strategies • Solidworks and 3D modelling • 3D printing • Addition manufacture 	<p><i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technology.org) www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>3D printing Project</p> <ul style="list-style-type: none"> • Research famous designers • Research 3D printing • Design strategies • Solidworks and 3D modelling • 3D printing • Addition manufacture 	<p><i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technology.org) www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>

Design & Technology cont.

Summer 1 2025	Workshop focused practical tasks <ul style="list-style-type: none">• Developing workshop practical skills• Laser cutting• Traditional workshop skills• Revision for End of Year Examination	<i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technology.org) www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Summer 2 2025	Feedback on End of Year Examination	<i>Supporting materials:</i> www.technologystudent.com Design Technology (design-technology.org) www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet End of Year Examination

Drama

<p>Autumn 1 2024</p>	<p>Hunger Games Students will use the story of the hunger games to create a range of different performances. This will look into the social, moral and ethical values within the story. Practical work will include:</p> <ul style="list-style-type: none"> • Freeze Frames • Group work • Devising • Develop their physical theatre skills 	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.</p>
<p>Autumn 2 2024</p>	<p>Students will continue to work on the Hunger Games topics covered in Autumn 1: Students will use the story of the hunger games to create a range of different performances. This will look into the social, moral and ethical values within the story. Practical work will include:</p> <ul style="list-style-type: none"> • Freeze Frames • Group work • Devising • Develop their physical theatre skills 	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance</p>
<p>Spring 1 2025</p>	<p>Practitioners in Practice Students will be taught about the working practices of Frantic Assembly and Berkoff. They will use the methods of these practitioners in performance and explore new acting styles. Students will explore:</p> <ul style="list-style-type: none"> • Physical theatre 	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.</p>
<p>Spring 2 2025</p>	<p>Students will continue to work on the Practitioners in Practice topic covered in Spring 1. Students will be taught about the working practices of Frantic Assembly and Berkoff. They will use the methods of these practitioners in performance and explore new acting styles. Students will explore:</p> <ul style="list-style-type: none"> • Physical theatre 	<p><i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs</p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.</p>

Drama cont.

Summer 1 2025	Play Script Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on: <ul style="list-style-type: none">• Lighting• Set• Costume• Props• Characterisation• Working as part of a group	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.
Summer 2 2025	Students will continue to work on a play script, as studied in Summer 1. Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on: <ul style="list-style-type: none">• Lighting• Set• Costume• Props• Characterisation• Working as part of a group	<i>Supporting materials:</i> https://www.bbc.co.uk/education/subjects/zbckjxs <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term, building to a final assessment performance.

English (Language & Literature combined)

<p>Autumn 1 2024</p>	<p>The study of <i>Romeo and Juliet</i> by William Shakespeare. Students will study:</p> <ul style="list-style-type: none"> • Social and historical context of the Elizabethan era. • Explore how Shakespeare uses dramatic devices to engage the audience. • Characterisation and key themes • Playwright's purpose • Language and structural devices 	<p><i>Supporting materials:</i> CGP Text Guide Spark Notes</p> <p><i>Assessment:</i> Reading assessment An essay exploring how Romeo is presented in the play.</p>
<p>Autumn 2 2024</p>	<p>Students will study an anthology of war poetry.</p> <ul style="list-style-type: none"> • Read and analyse a range of poems. • Explore how the poets use language and structure to convey their experiences. • Understand how to compare texts. Explore significant social and contextual factors. 	<p><i>Wider Reading:</i> Private Peaceful and War Horse by Michael Morpurgo</p> <p><u>Wilfred Owen Poetry Foundation</u></p> <p><u>How to respond to poetry guide for KS3 English students - BBC Bitesize</u></p> <p>Assessment: Comparative essay</p>
<p>Spring 1 2025</p>	<p>Students will study <i>Animal Farm</i> by George Orwell.</p> <ul style="list-style-type: none"> • Make links between the novella and important historical information. • Research George Orwell's life. • Understand how the writer uses language and structure to convey meaning. • Identify the features of a monologue. • Write analytically. 	<p><i>Wider Reading:</i> York Notes Spark Notes</p> <p><i>Assessment:</i> Write a newspaper article about the events on the farm.</p>
<p>Spring 2 2025</p>	<p>Students will continue to study <i>Animal Farm</i> by George Orwell.</p> <ul style="list-style-type: none"> • Understand how the writer uses language and structure to convey meaning. • Make links between contextual factors and the events in the novel. • Explore key themes. • Write analytically. 	<p><i>Wider Reading:</i> York Notes Spark Notes</p> <p><i>Assessment:</i> Analytical essay</p>

English (Language & Literature combined) cont.

<p>Summer 1 2025</p>	<p>Students will begin studying texts from the iGCSE Non-Fiction Anthology. They will focus on analysing the texts at word and sentence level in preparation for English Language Paper 1.</p> <p>Transactional Writing: Students will study a range of different text types, including leaflets, speeches, articles and letters.</p> <p>Revision for End of Year Examination</p>	<p><i>Wider Reading:</i></p> <p><u>Mrs Rumsey – YouTube Rhetorical devices – Using language effectively – AQA – GCSE English Language Revision – AQA – BBC Bitesize</u></p> <p><i>Assessment:</i> Question 4 – analysing language and structure.</p>
<p>Summer 2 2025</p>	<p>Students continue studying the non-fiction anthology in preparation for the end of year examination.</p> <p>Feedback on End of Year Examination</p>	<p><i>Assessment:</i> End of Year Examination</p>

French

<p>Autumn 1 2024</p>	<p>Module 1</p> <ul style="list-style-type: none"> Unit 1: talking about TV programmes Unit 2: Talking about films Present tense Unit 3: talking about reading 	<p><i>Supporting materials:</i> BBC Bitesize Wordwall Blooket</p> <p>Active learning online studio 2 rouge</p>
<p>Autumn 2 2024</p>	<ul style="list-style-type: none"> Unit 4: Talking about internet Unit 5: Talking about what you did yesterday evening The perfect tense 	<p><i>Supporting materials:</i> BBC Bitesize Wordwall Blooket</p> <p>Active learning online studio 2 rouge</p> <p>Assessment: reading, listening, writing</p>
<p>Spring 1 2025</p>	<p>Module 2</p> <ul style="list-style-type: none"> Unit 1: Saying what you did in Paris Unit 2: saying when you did things The perfect tense of irregular verbs Unit 3: understanding about a tourist attraction 	<p><i>Supporting materials:</i> BBC Bitesize Wordwall Blooket</p> <p>Active learning online studio 2 rouge</p>
<p>Spring 2 2025</p>	<ul style="list-style-type: none"> The perfect tense with être Unit 4: Saying where you went and how Unit 5: asking questions in the perfect tense 	<p><i>Supporting materials:</i> BBC Bitesize Wordwall Blooket</p> <p>Active learning online studio 2 rouge</p> <p>Assessment: all language-based skills</p>
<p>Summer 1 2025</p>	<p>Module 3</p> <ul style="list-style-type: none"> Unit 1: talking about personality Unit 2: Talking about relationships Unit 3: talking about music The future tense <p>Revision for End of Year 9 Examination of all modules covered in Y9</p>	<p><i>Supporting materials:</i> BBC Bitesize Wordwall Blooket</p> <p>Active learning online studio 2 rouge</p>
<p>Summer 2 2025</p>	<p>End of Year Examination</p> <p>Feedback</p>	<p><i>Assessment:</i> End of Year Examination covering all language-based skills</p>

<p>Autumn 1 2024</p>	<p>Urban Futures</p> <p>5.1 Why do more than half the world's population live in urban areas?</p> <ul style="list-style-type: none"> • How urban growth rates vary in parts of the world with contrasting levels of development. • Outline characteristics of world cities and megacities and their changing distribution since 1950. • Rapid urbanisation in Low Income Developing Countries <p>Urban trends in Advanced Countries, including suburbanisation, counter-urbanisation and re-urbanisation.</p> <p>5.2 a What is life like for people in a LIDC/EDC city? Case Study: Rosario, Argentina/Lagos, Nigeria AND</p> <ul style="list-style-type: none"> • The city's location and importance within its region, the country, and the wider world. • Patterns of national and international migration and how this is changing the growth and character of the city. • Ways of life in the city, such as culture, ethnicity, housing, leisure and consumption. • Contemporary challenges that affect life in the Low Income Developing Country or Emerging Developing Country city, such as squatter settlements, informal sector jobs, health or waste disposal. 	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>
<p>Autumn 2 2024</p>	<p>Urban Futures</p> <p>5.2 a What is life like for people in an AC city? Case Study: Leeds/London, UK AND</p> <ul style="list-style-type: none"> • The city's location and importance within its region, the country, and the wider world. • Patterns of national and international migration and how this is changing the growth and character of the city. • Ways of life in the city, such as culture, ethnicity, housing, leisure and consumption. • Contemporary challenges that affect life in the Advanced Country city, such as housing availability, transport provision, access to services and inequality. <p>5.2 b How can cities become more sustainable? For each city (Rosario / Lagos & Leeds / London) investigate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.</p>	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>

Geography cont.

<p>Spring 1 2025</p>	<p>1.2. How do plate tectonics shape our world?</p> <p>a. What processes occur at plate boundaries?</p> <ul style="list-style-type: none"> • The structure of the Earth and how it is linked to the processes of plate tectonics including convection currents. • The processes that take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots. • How the movement of tectonic plates causes earthquakes, including shallow and deep focus, and volcanoes, including shield and composite. <p>b. How can tectonic movement be hazardous?</p> <ul style="list-style-type: none"> • A case study of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event. <p>c. How does technology have the potential to save lives in hazard zones?</p> <ul style="list-style-type: none"> • How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice. 	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>
<p>Spring 2 2025</p>	<p>7.1. How is the UK changing in the 21st century?</p> <p>7.1a What does the UK look like in the 21st century?</p> <ul style="list-style-type: none"> • Overview of human and physical geographical characteristics of the UK, including population density, land use, rainfall and relief, and significant issues associated with these characteristics, including water stress and housing shortages. <p>7.1b How is the UK's population changing?</p> <ul style="list-style-type: none"> • Overview of population trends in the UK since 2001, using population pyramids and migration statistics, to determine its position on the Demographic Transition Model. • An understanding of the causes, effects, spatial distribution and responses to an ageing population. • A summary of the how the population structure and ethnic diversity of a named place of the UK has changed since 2001. 	<p><i>Supporting materials:</i> BBC Bitesize:- GCSE Geography - OCR - BBC Bitesize</p> <p>Online resources:- Educake, Microsoft Teams/ OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE examination questions. Presentations and extended writing on case studies throughout the unit.</p>

Geography cont.

<p>Summer 1 2025</p>	<p>7.1. How is the UK changing in the 21st century? (Continued)</p> <p>7.2 Is the UK losing its global significance?</p> <ul style="list-style-type: none">• Examine the UK’s political role in one global conflict through its participation in international organisations.• Explore the UK’s media exports and their global influence including television programmes and film.• The contribution of ethnic groups to the cultural life of the UK through one of food, media or fashion. <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> Online resources shared with students through Microsoft Teams/OneNote.</p> <p><i>Assessment:</i> A range of short tests on key term definitions and GCSE exam questions.</p>
<p>Summer 2 2025</p>	<p>Feedback on End of Year Examination</p>	<p><i>Assessment:</i> End of Year Examination</p>

German

<p>Autumn 1 2024</p>	<p>Module 1: Ich liebe Ferien!</p> <ul style="list-style-type: none"> • Describing in the past using <i>war</i>, <i>hatte</i> and <i>es gab</i> • Talking about what you did on holiday • Using the perfect tense • Talking about how you travelled • Talking about the weather 	<p><i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk, www.wordreference.com</p>
<p>Autumn 2 2024</p>	<p>Students will continue to study and revisit topics in Module 1: Ich liebe Ferien!</p> <ul style="list-style-type: none"> • Combining the past and present tenses • Asking and answering questions • Talking about problems on holiday 	<p><i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i> End of Chapter 1 test covering at least 2 language-based skills.</p>
<p>Spring 1 2025</p>	<p>Module 2: Bist du ein Medienfan?</p> <ul style="list-style-type: none"> • Film/reading preferences • Discussing programmes you watch • Discussing screen time • Using modal verbs • Understanding opinions and media reviews 	<p><i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk, www.wordreference.com</p>
<p>Spring 2 2025</p>	<p>Students will continue to study and revisit topics in Module 2: Bist du ein Medienfan?</p> <ul style="list-style-type: none"> • Talking about speaking different languages • Prepositions with the dative case 	<p><i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i> End of Chapter 2 test covering 2 of 4 language-based skills.</p>
<p>Summer 1 2025</p>	<p>Module 3: Bleib gesund!</p> <ul style="list-style-type: none"> • Talking about typical breakfasts • Discussing traditional German food • Understanding recipes • Talking about healthy lifestyles • Describing dinner parties • Verbs: <i>essen/nehmen/muessen</i> • Using the imperative <p>Revision and preparation for End of Year Examination</p>	<p><i>Supporting materials:</i> Stimmt 2 textbook www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i> End of Chapter 3 test covering 2 of 4 language-based skills.</p>

German cont.

<p>Summer</p> <p>2</p> <p>2025</p>	<p>Students will continue to work on and revisit topics in Module 3: Bleib gesund!</p> <p>Feedback on End of Year Examination</p>	<p><i>Supporting materials:</i></p> <p>Revision Guide Stimmt! 2 textbook www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>End of Year Examination</p>
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History

<p>Autumn 1 2024</p>	<p>What were the causes of World War One? What can the Olympics tell us about the key events and changes of the twentieth century?</p> <p>How did the murder of two people lead to ten million deaths?</p>	<p><i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World – Colin Shepherd</i> http://bbc.in/2D1m0Cj</p> <p><i>Assessment:</i> What were the causes of World War One?</p>
<p>Autumn 2 2024</p>	<p>Why was World War One so significant? Why did soldiers carry on fighting in the trenches?</p> <p>Was the Treaty of Versailles too harsh on Germany?</p>	<p><i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World– Colin Shepherd</i> https://www.bbc.co.uk/education/topics/z4crd2p</p> <p><i>Assessment essay:</i> Why did British soldiers carry on fighting in the trenches?</p> <p>Produce a diary of a British soldier on the Western Front</p>
<p>Spring 1 2025</p>	<p>What were the causes and events of World War Two? Why did Germans vote for Adolf Hitler?</p> <p>Who was Hitler and what did he want?</p> <p>What were the causes of World War Two?</p> <p>What were the key turning points in World War Two?</p>	<p><i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World– Colin Shepherd</i> https://www.bbc.co.uk/education/topics/zk94jxs</p> <p><i>Assessment essay:</i> How far was the policy of appeasement to blame for the start of World War Two?</p>
<p>Spring 2 2025</p>	<p>Being Human: Can the stories of individual people help us understand the Holocaust?</p> <ul style="list-style-type: none"> • Authentic encounters: The life and testimony of Leon Greenman • What can we learn about Jewish life in Europe before World War Two? • How can we use an interactive timeline to help us understand the Holocaust? 	<p><i>Supporting materials:</i> <i>SHP History Year 9- Dale Banham and Ian Luff</i> <i>Rediscovering The Twentieth Century World– Colin Shepherd</i> https://www.bbc.co.uk/education/topics/zk94jxs</p> <p><i>Assessment:</i> Who was to blame for the Holocaust?</p>

History cont.

<p>Summer 1 2025</p>	<p>The World Since 1945: What has had the biggest impact of improving people's lives?</p> <ul style="list-style-type: none">• When invention has done the most to improve ordinary lives?• How did the Cold War affect the world? <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> <i>SHP History Year 9-</i> Dale Banham and Ian Luff <i>Rediscovering The Twentieth Century World-</i> Colin Shepherd http://www.bbc.co.uk/schools/gcsebites/ize/history/mwh/ir2/</p> <p><i>Assessment:</i> Source analysis on the Cuban Missile Crisis</p>
<p>Summer 2 2025</p>	<p>How do we tell the story of migration to Britain?</p> <ul style="list-style-type: none">• How should the story of migration to Britain really be told?• Why is it difficult to summarise the experiences of people who have moved to Britain? <p>Feedback on the End of Year Examination</p>	<p><i>Supporting materials:</i> <i>SHP History Year 9 -</i> Dale Banham and Ian Luff</p> <p><i>Assessment:</i> End of Year Examination</p>

Latin

<p>Autumn 1 2024</p>	<p>De Romanis Chapter 7: History of Rome – Kings and the Republic.</p> <ul style="list-style-type: none"> • Sources and Content • Subordinate clauses • Pronouns, is, ea and id • Vocabulary 7 	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
<p>Autumn 2 2024</p>	<p>De Romanis Chapter 7: History of Rome – Kings and the Republic.</p> <ul style="list-style-type: none"> • Time and place phrases • Hic, haec, hoc, ille, illa and illud • Qui, quae and quod 	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
<p>Spring 1 2025</p>	<p>De Romanis Chapter 8: Oratory and Cicero</p> <ul style="list-style-type: none"> • Source and Content • Vocabulary 8 • Ego, nos, tu and vos • Se • Eo • Superlative Adjectives 	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
<p>Spring 2 2025</p>	<p>De Romanis Chapter 8: Oratory and Cicero</p> <ul style="list-style-type: none"> • Comparative adjectives • Comparing nouns • Comparative and superlative adverbs • Pluperfect tense 	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>

Latin cont.

<p>Summer 1 2025</p>	<p>De Romanis Chapter 9: The Army and Julius Caesar.</p> <ul style="list-style-type: none">• Sources and Content• The present participle• The passive• The 4th principal part and perfect passive• Vocabulary 9 <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
<p>Summer 2 2025</p>	<p>De Romanis Chapter 9: The Army and Julius Caesar</p> <ul style="list-style-type: none">• Intransitive verbs• Perfect passive <p>Examination Feedback</p>	<p><i>Supporting materials:</i> The Textbook De Romanis Companion Site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p> <p>End of Year Examination</p>

Mathematics

<p>Autumn 1 2024</p>	<ul style="list-style-type: none"> • Rounding to decimals places • Range of values • Interchanging fractions and decimals • Recurring decimals • Standard Form • Probability, including tree diagrams • Percentage increase and decrease • Reverse percentages • Compound percentage increase/decrease 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com</p> <p><i>Assessment:</i> Homework and unit tests</p>
<p>Autumn 2 2024</p>	<ul style="list-style-type: none"> • Ratio and proportion • Expanding brackets • Difference of two squares • Expressions and equations • Inequalities and regions • Factorising, including factorising quadratics • Recognising the factors of the difference of two squares 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com</p> <p><i>Assessment:</i> 1 hour Test November test results will determine sets for next term</p>
<p>Spring 1 2025</p>	<ul style="list-style-type: none"> • Calculating the mean of discrete data • Calculating the mean of grouped data, i.e., from a frequency table • Cumulative frequency • Finding the median, quartiles, and the inter-quartile range from a cumulative frequency graph • Constructing a formula • Substitution into a formula • Changing the subject of a formula • Finding the nth term of a sequence • Simultaneous Equations 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com</p> <p><i>Assessment:</i> Homework and unit tests</p>
<p>Spring 2 2025</p>	<ul style="list-style-type: none"> • Quadratic Equations • Using graphs to solve equations • Cubic graphs • Reciprocal graphs • Recognising a curve from its equation • Estimating the gradient of a curve • The area of a trapezium • Calculating the length of an arc of a circle • Calculating the area of a circle • Volume of a prism • Transformations 	<p><i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com</p> <p><i>Assessment:</i> 1 hour Test</p>

Mathematics cont.

Summer 1 2025	<ul style="list-style-type: none">• Enlargements• Similar figures• Finding lengths in similar shapes• Trigonometry: Sin, Cos and Tan – finding unknown lengths and unknown angles• Congruence• Revision for End of Year Examination	<i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com <i>Assessment:</i> Homework based assessment and unit tests
Summer 2 2025	<ul style="list-style-type: none">• End of Year Examination (2 x 1.5hr examinations)• Examination feedback	<i>Supporting materials:</i> Collins online textbook DrFrostMaths.com Corbettmaths.com Term test papers <i>Assessment:</i> <i>End of Year Examination</i> Results will determine Year 10 set

Music

<p>Autumn 1 2024</p>	<p>UNIT 1: Film Music What is an interval and how do you identify specific intervals? <ul style="list-style-type: none"> • How do you create different moods and emotions in music? • How do you compose music to fit a variety of emotions? • What are the main musical features of action and horror music? • Who are John Williams and Hans Zimmer? </p>	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams YouTube demonstration videos</p> <p><i>Assessment:</i> Listening test on film music</p>
<p>Autumn 2 2024</p>	<p>UNIT 2: Composing a film soundtrack How do you use Logic Pro X? <ul style="list-style-type: none"> • What is quantizing? • How do you notate a piece of music on Logic Pro X? • How do you structure film music? • What is the difference between diegetic and non-diegetic music? </p>	<p><i>Supporting materials:</i> PowerPoints on MS Teams YouTube demonstration videos iMac computers</p> <p><i>Assessment:</i> Film music composition to accompany a video clip</p>
<p>Spring 1 2025</p>	<p>UNIT 3: African Drumming <ul style="list-style-type: none"> • What drumming techniques are used in African drumming? • What are polyrhythms? • How has African music influenced modern musical styles? • How do you structure an African drumming piece? </p>	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams</p> <p><i>Assessment:</i> African drumming group composition</p>
<p>Spring 2 2025</p>	<p>UNIT 4: Club Dance Music What is club dance music? <ul style="list-style-type: none"> • What is a drop? • What is a layered texture? • What are the main musical features of Disco, House, Drum & Bass, Dubstep & Ambient music? • What is the role of the synthesizer in club dance music? • What are samples and loops? </p>	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams YouTube demonstration videos iMac computers</p> <p><i>Assessment:</i> Club Dance music composition</p>
<p>Summer 1 2025</p>	<p>UNIT 5: Musical Idol & Band work <ul style="list-style-type: none"> • How do you evaluate the worth of a musical artist/band? • How do you work effectively as part of a band/ensemble? • What are the key roles in a band/ensemble? Revision for End of Year Examination </p>	<p><i>Supporting materials:</i> PowerPoints on MS Teams</p> <p><i>Assessment:</i> Band performance of chosen piece</p>
<p>Summer 2 2025</p>	<p>Feedback on examination</p>	<p><i>Supporting materials:</i> Class workbooks PowerPoints on MS Teams Revision guide</p> <p><i>Assessment:</i> End of Year Examination</p>

Physical Education

<p>Autumn 1 2024</p>	<p>Health Related Fitness:</p> <ul style="list-style-type: none"> • Components of Health and Fitness • Fitness testing (12 minute run, bleep test etc.) • Methods of training (Continuous, circuit, interval etc.) • Sport-related training (with GCSE PE introduction) 	<p><i>Supporting materials/ websites:</i> BBC Sport, YouTube, GCSE Bitesize, brianmac.co.uk</p> <p><i>Assessment:</i> Formative, Summative, Peer</p>
<p>Autumn 2 2024</p>	<p>Badminton:</p> <ul style="list-style-type: none"> • Ready position reinforced between shots • Key rules and scoring • Grip – forehand and backhand • Development of overhead clear, drop shot, net shot, smash techniques • Types of forehand and backhand service – low and high • Singles strategy (short and long) • Doubles strategy (attack or defensive styles) • Scoring and rules implementation • Tournament matches 	<p><i>Supporting materials/ websites:</i> BBC Sport, Badminton England</p> <p><i>Assessment:</i> Formative, Summative, Peer</p>
<p>Spring 1 2025</p>	<p>Cross-country:</p> <ul style="list-style-type: none"> • Look at training methods for development of CV fitness • Longer routes that are often off site • Strong link to HRF in HT1. • Personal monitoring of fitness and times. 	<p><i>Supporting materials/ websites:</i> BBC Sport, UK Athletics</p> <p><i>Assessment:</i> Formative, Summative, Peer</p>
<p>Spring 2 2025</p>	<p>Volleyball/Handball:</p> <ul style="list-style-type: none"> • Learning key shots, tactics, rules • Application of skills to competitive environments • Officiating peers and peer assessment • ½ court defence, zonal and man-on-man • Full sided games with choice of strategy implemented. 	<p><i>Supporting materials/ websites:</i> BBC Sport, Volleyball England</p> <p><i>Assessment:</i> Formative, Summative, Peer</p>
<p>Summer 1 2025</p>	<p>Throughout the Summer Term Athletics takes place. Two events are looked at in each lesson from a selection of throwing, jumping and track.</p> <p>Throwing events: safety measures, grip and stance, low to high, trajectory, power and control, rules.</p> <p>Jumping events: safety, run up, take off, body position, landing, power and control.</p> <p>Track: safety, pacing, starts, phases, technique, breathing, psychological aspects.</p>	<p><i>Supporting materials/ websites:</i> BBC Sport, UK Athletics</p> <p><i>Assessment:</i> As students progress through the years the input and technical language used is developed and peer assessment and feedback becomes more prominent as they become more independent with their learning. Times, distances and heights are regularly recorded and the emphasis is on personal development.</p>

Physical Education cont.

Summer	Students continue to participate in Athletics.	
2	Sports Day	
2025		

Physics

<p>Autumn 1 2024</p>	<p>P1 Conservation and dissipation of energy</p> <ul style="list-style-type: none"> • P1.1 Changes in energy stores • P1.2 Conservation of energy • P1.3 Energy and work • P1.4 Gravitational potential energy stores • P1.5 Kinetic energy and elastic energy stores <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics, Practical tasks</p>
<p>Autumn 2 2024</p>	<p>P1 Conservation and dissipation of energy</p> <ul style="list-style-type: none"> • P1.6 Energy dissipation • P1.7 Energy and efficiency • P1.8 Electrical appliances • P1.9 Energy and power <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics, Practical tasks.</p>
<p>Spring 1 2025</p>	<p>P2 Energy transfer by heating</p> <ul style="list-style-type: none"> • P2.1 Energy transfer by conduction • P2.2 Infrared radiation • P2.3 More about infrared radiation • P2.4 Specific heat capacity • P2.5 Heating and insulating buildings <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics.</p>

Physics cont.

<p>Spring 2 2025</p>	<p>P3 Energy resources</p> <ul style="list-style-type: none"> • P3.1 Energy demands • P3.2 Energy from wind and water • P3.3 Power from the Sun and the Earth • P3.4 Energy and the environment • P3.5 Big energy issues <p>Equation and S.I. units revision</p> <p><i>Part of the AQA GCSE Physics specification it relates to: 4.1 Energy</i></p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics.</p>
<p>Summer 1 2025</p>	<p>P6 Molecules and matter</p> <ul style="list-style-type: none"> • P6.1 Density • P6.2 States of matter • P6.3 Changes of state • P6.4 Internal energy • P6.5 Specific latent heat • P6.6 Gas pressure and temperature • P6.7 Gas pressure and volume <p><i>Part of the AQA GCSE Physics specification it relates to: 4.3 Particle Model of Matter</i></p> <p>Revision for End of Year Examination</p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics</p>
<p>Summer 2 2025</p>	<p>Feedback on examination</p>	<p><i>Supporting materials:</i></p> <ul style="list-style-type: none"> • Physics and Maths tutor • BBC Bitesize • Kerboodle • Twig • AQA • Cyber Physics • Tassomai <p><i>Assessment:</i> Summative assessment in each of the taught topics</p> <p>End of Year Examination</p>

<p>Autumn 1 2024</p>	<p><u>Law</u> Students consider what a democracy is, why it is important and how it impacts their day-to-day lives. The democratic process of voting, what happens during a general election and what the barriers and solutions are in relation to young people voting. Students explore the difference between local and central government as well as explore the role and functions of political parties, what their aims are and the importance of the role of an MP.</p>
<p>Autumn 2 2024</p>	<p><u>Belonging and community</u> The key focus here for students is discrimination. Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. Students will explore and discuss how it feels to belong, how one can feel part of a community, how can we help those who do not feel valued, accepted or discriminated against and the impact this can have on home life, school life, work life and on the wider community.</p>
<p>Spring 1 2025</p>	<p><u>Health</u> This unit is a development from Years 7 and 8, whereby there is a focus on the risks of substance abuse and alcohol. Another main topic in this unit is mental health, whereby there is a focus on: Suicide Female Genital Mutilation (FGM) Drugs Online influence</p> <p>Students start to delve into the internal and external influences that can affect both their physical and mental wellbeing as well as unhealthy coping strategies such as self-harm and eating disorders. Students explore the importance of balance in life, staying safe (physically and mentally) as well as additions such as sun safety and self-examination.</p>
<p>Spring 2 2025</p>	<p><u>Drugs</u> Students will be building on the topics covered in year 8 and has more of a focus and emphasis on looking more specifically at illegal drugs and the impact they have on ones' life.</p>
<p>Summer 1 2025</p>	<p><u>Relationships</u> This unit will focus on positive relationships, marriage and having children, divorce, intimacy, sexual activity and consent.</p>
<p>Summer 2 2025</p>	<p><u>Staying safe</u> Developing the topics covered in the Year 7 unit 'risk' and the year 8 unit 'your choice', students will be looking at staying safe on the internet (who are you talking to), exploring the ways to stay safe when you are out and about, child protection and road safety.</p> <p>End of Year Examination</p>

Religious Studies

<p>Autumn 1 2024</p>	<p>Islam in the World Today This unit will focus on beliefs and practises, as well as understanding the context and major conversation surrounding the faith. This will continue for the entire term.</p> <ul style="list-style-type: none"> • Islam in context • The Qur'an • The Five Pillars: worship • The Five Pillars: Zakat • The Five Pillars: Sawm • The Five Pillars: Hajj 	<p><i>Supporting Material:</i> OneNote YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support</p> <p><i>Assessment:</i> In class knowledge and writing assessment</p>
<p>Autumn 2 2024</p>	<p>Islam in the World Today <i>(continued)</i></p> <ul style="list-style-type: none"> • Jihad: greater and lesser • Terrorism and misunderstandings • Islamic modesty, gender and personal choice • Islam in the world • Akhirah 	<p><i>Supporting Material:</i> OneNote YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support</p> <p><i>Assessment:</i> Essay assignment Academic poster</p>
<p>Spring 1 2025</p>	<p>The Problem of Evil This unit will be focused on one of the major issues in Philosophy. This will cover the entire term.</p> <ul style="list-style-type: none"> • What is evil? • What is God like? • The Problem of Evil • Story of Job • Judging God's response to Job 	<p><i>Supporting Material:</i> OneNote YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support</p> <p><i>Assessment:</i> In class knowledge and writing assessment</p>
<p>Spring 2 2025</p>	<p>The Problem of Evil <i>(continued)</i></p> <ul style="list-style-type: none"> • Leibniz • Irenaeus • Augustine • Judging the scholars • Can we solve the problem of evil? Debate 	<p><i>Supporting Material:</i> OneNote YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support</p> <p><i>Assessment:</i> Essay assignment</p>

Religious Studies cont.

Summer 1 2025	Ethics This unit will focus on moral philosophy. This will cover the entire term. <ul style="list-style-type: none">• What is ethics?• Absolutism vs. Relativism• Sanctity of life vs. quality of life• Theoretical dilemmas• Case-studies• Debate	<i>Supporting Material:</i> OneNote YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support <i>Assessment:</i> In class knowledge and writing assessment
Summer 2 2025	<ul style="list-style-type: none">• Revision and writing skills• Essay skills• End of Year Examination preparation• Reflection and feedback	<i>Supporting Material:</i> OneNote YouTube clips Digital and online resources Book excerpts Religious texts Assessment guidance and support <i>Assessment:</i> End of Year Examination covering all content

Spanish

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Module 1 Mis vacaciones</p> <p>Unit 1: Talking about a past holiday, using the preterite of <i>ir</i></p> <p>Unit 2: Saying what you did on holiday, using the preterite of regular <i>-ar</i> verbs</p> <p>Unit 3: Describing the last day on holiday, using the preterite of <i>-er</i> and <i>-ir</i> verbs</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>Continuous evaluation throughout Module 1 covering all 4 language-based skills.</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Module 1 Mis vacaciones</p> <p>Unit 3: Saying what your holiday was like, using the preterite of <i>ser</i></p> <p>Unit 4: Giving a presentation about your holiday, making your sentences interesting</p> <p>Extensión: Using two/three tenses together about holidays</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module 1 test covering all 4 language-based skills</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Module 2 Todo sobre mi vida</p> <p>Unit 1: Saying what you use your mobile for</p> <p>Unit 2: Saying what type of music you like</p> <p>Unit 3: Talking about TV</p> <p>Unit 4: Saying what you did yesterday</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module 3 test covering all 4 language-based skills</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>Module 3 ¡A comer!</p> <p>Unit 1: Saying what food you like using a wider range of opinions</p> <p>Unit 2: Describing mealtimes and using negatives</p> <p>Unit 3: Ordering a meal, using <i>usted / ustedes</i></p> <p>Unit 5: Talking about sporting events, using three tenses</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module 4 test covering all 4 language-based skills.</p>

Spanish cont.

Summer 1 2025	Module 4 ¿Qué hacemos? Unit 1: Arranging to go out, using <i>me gustaría</i> + infinitive Unit 2: Making excuses, using <i>querer</i> and <i>poder</i> Unit 4: Talking about clothes, using 'this/these' Unit 4: In the three tenses General revision of all Modules	<i>Supporting materials:</i> ¡Viva! Libro 2, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com Revision Guide
Summer 2 2025	Revision End of Year 9 Examination of all Modules Feedback on examination	<i>Supporting materials:</i> ¡Mira! 2, Heinemann, www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> End of Year Examination

Homework Diary 2024-2025

Class	Monday	Tuesday	Wednesday	Thursday	Friday
9M	Science (9.4 Physics, 9.3 Chemistry, 9.2 Biology, 9.1 Physics) Religious Studies MFL	Science (9.4 Biology, 9.3 Physics, 9.2 Chemistry, 9.1 Biology) <i>Design & Technology</i> Geography	English Art MFL	Science (9.4 Chemistry, 9.3 Biology, 9.2 Physics, 9.1 Chemistry) Classics History	Mathematics Computer Science <i>Music</i> <i>Latin</i>
9N	Science (9.4 Physics, 9.3 Chemistry, 9.2 Biology, 9.1 Physics) Geography MFL	Science (9.4 Biology, 9.3 Physics, 9.2 Chemistry, 9.1 Biology) Classics History	English <i>Design & Technology</i> Religious Studies MFL	Science (9.4 Chemistry, 9.3 Biology, 9.2 Physics, 9.1 Chemistry) <i>Latin</i> Art	Mathematics Computer Science <i>Music</i>
9O	Science (9.4 Physics, 9.3 Chemistry, 9.2 Biology, 9.1 Physics) History MFL	Science (9.4 Biology, 9.3 Physics, 9.2 Chemistry, 9.1 Biology) English	Art Classics MFL	Science (9.4 Chemistry, 9.3 Biology, 9.2 Physics, 9.1 Chemistry) Geography <i>Latin</i> Religious Studies	Mathematics <i>Design & Technology</i> <i>Music</i> Computer Science
9P	Science (9.4 Physics, 9.3 Chemistry, 9.2 Biology, 9.1 Physics) Geography MFL	Science (9.4 Biology, 9.3 Physics, 9.2 Chemistry, 9.1 Biology) Art English	<i>Design & Technology</i> Computer Science <i>Music</i> MFL	Science (9.4 Chemistry, 9.3 Biology, 9.2 Physics, 9.1 Chemistry) Classics History	Mathematics Religious Studies <i>Latin</i>

- In Year 9 homework for *Latin*, *Music* and *Design & Technology* is set fortnightly.
- In addition to the one English homework a week set in Year 9, students are expected to spend 20 minutes per weekday reading their accelerated reader text. They are also expected to have their accelerated reader text with them at all times whilst at school.
- In addition to the stated Science homework, the school uses a piece of software called Tassomai. Students should aim to complete their 'daily goal' on a daily basis; however, they must complete it 3 times a week to avoid a lunchtime catch up session. If you have any questions about Tassomai please consult the link below: [How does Tassomai work? — Tassomai](#)
- Students should spend roughly 35 minutes per homework assignment. Students who are entitled to extra time in tests and examinations should practise using extra time when doing their homework.