



## Curriculum Map: Year 9, 2021-2022

|            | Michaelmas 1  | Michaelmas 2 | Lent 1   | Lent 2   | Summer 1  | Summer 2  |
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| Y9 English | <p>Genre/Text: <b>19th Century Fiction texts</b> - <i>A Christmas Carol</i> by Charles Dickens<br/>Students read and study character, theme and context in relation to the novella as a whole. They also practice the study of extract for analysis as preparation for later GCSEs.<br/>Assessment 1: A series of Literature extract based questions on the presentation of the ghosts, Scrooge and Bob Cratchitt.<br/>Assessment 2: <i>Language Paper 1 Section A on the Cratchitts.</i></p> <ul style="list-style-type: none"> <li>+ Cross-curricular links with History with regard to their study of the Victorian period.</li> <li>+ Theatre Production of <i>The Woman in Black</i></li> <li>+ Screening of the film <i>The Man who Invented Christmas</i> at The Picturehouse</li> </ul> |              | <p>Genre/Text: <b>Social Protest Writing / Modern Novel</b><br/>Text: <i>Animal Farm</i> by George Orwell<br/><i>Composite Language Paper with a Paper 1 Section A based on extract from Animal Farm (Boxer being taken away) with a Paper 2 Section B which includes a piece of point of view writing (writing to argue/persuade).</i></p> <ul style="list-style-type: none"> <li>+ Speech on a topic of their choice based on their writing to argue/persuade skills.</li> </ul> | <p><b>Shakespeare - Much Ado About Nothing or The Merchant of Venice.</b><br/>Students read and study character, theme and context in relation to the play as a whole. They also practice the study of extract for analysis as preparation for later GCSEs.<br/>Assessment 1: Literature extract based questions on the presentation of characters/themes.</p> | <p>Genre/Text: <b>Detective/Mystery/ Crime</b><br/><i>Curious Incident of the dog in the Night Time</i> (play adaptation) by Mark Haddon + <i>The Sign of Four</i> (Sherlock Holmes) by Arthur Conan Doyle.<br/>Literature essay question which students choose from a choice of two - the questions are based on a character or theme.</p> | <p>Genre/ Text: <b>Poetry (Power and Conflict Cluster) + WW2 fiction and non-fiction</b><br/>Comparative poetry essay/unseen poetry essay based on study of GCSE anthology listed above.<br/><i>Comparing viewpoints of writers (Lang Paper 2 section A) based on two articles on theme of war.</i></p> |

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|              |  |  | <ul style="list-style-type: none"> <li>Cross curricular links to History (Russian Revolution etc.) as well as politics and business - maths related games in introductory lessons using numbers, shapes etc.</li> </ul>  |  |   |  |
| Y9 Maths     | Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> <li>Number 1</li> <li>Working with fractions</li> <li>Order of operations</li> <li>Rounding</li> <li>Algebra 1</li> <li>Simplifying algebraic expressions</li> <li>Brackets</li> <li>Solving equations</li> <li>Graphs 1</li> <li>Gradient of a straight line</li> <li>Plotting straight-line graphs</li> </ul> | Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> <li>Shape and Space 1</li> <li>Triangles</li> <li>Quadrilaterals</li> <li>Polygons</li> <li>Constructions</li> <li>Similar triangles</li> <li>Sets 1</li> <li>Set notation</li> <li>Venn Diagrams</li> <li>Number 2</li> <li>Standard Form</li> <li>Percentages</li> <li>Percentage change</li> </ul> | Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> <li>Algebra 2</li> <li>Simplifying algebraic fractions</li> <li>Solving equations with roots and powers</li> <li>Positive integer indices</li> <li>Inequalities</li> <li>Graphs 2</li> <li>Straight-line graphs</li> <li>Sketching straight-line graphs</li> <li>Simultaneous Equations</li> <li>Shape and Space 2</li> <li>Pythagoras' Theorem</li> <li>Circle Theorems</li> </ul> | Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> <li>Handling Data 1</li> <li>Statistical investigation</li> <li>Presenting data</li> <li>Misleading data presentation</li> <li>Averages for discrete data</li> <li>Number 3</li> <li>Prime factors</li> <li>LCM and HCF</li> <li>Ratio</li> <li>Algebra 3</li> <li>Simple factorising</li> <li>Simplifying fractions</li> <li>Equations with fractions</li> <li>Simultaneous equations</li> </ul> | Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> <li>Graphs 3</li> <li>Distance-time graphs</li> <li>Speed-time graphs</li> <li>Shape and Space 3</li> <li>Tangent Ratio</li> <li>Calculating Sides</li> <li>Calculating Angles</li> <li>Handling Data 2</li> <li>Frequency Tables</li> <li>Discrete Data</li> <li>Continuous Data</li> </ul> | Edexcel International GCSE (9-1) Mathematics A Book 1 by Pearsons <ul style="list-style-type: none"> <li>Number 4</li> <li>Compound percentages</li> <li>Inverse percentages</li> <li>Algebra 4</li> <li>Using formulae</li> <li>Change of subject</li> <li>Further formulae</li> <li>Graphs 4</li> <li>Quadratic graphs</li> <li>Solution to quadratic graphs</li> <li>All - Financial Maths - Budgeting</li> </ul> |
| Y9 Computing | <ul style="list-style-type: none"> <li>Working knowledge of hardware that is</li> </ul>  | <ul style="list-style-type: none"> <li>Basic understanding of networking</li> </ul>  | <ul style="list-style-type: none"> <li>Understanding computational thinking. looking at</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding computational thinking. looking at</li> </ul>   | <ul style="list-style-type: none"> <li>Understanding computational thinking. looking at</li> </ul>  | <ul style="list-style-type: none"> <li>Looking a security and internet safety</li> </ul>   |

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|              | <p>required to make a computer system.</p> <ul style="list-style-type: none"> <li>How to procure components and physically make a PC</li> <li>Having a working knowledge of other operating system</li> </ul> <p>Working through their GCSE Project</p>  | <p>components and addressing methods.</p> <ul style="list-style-type: none"> <li>Able to work remotely on other systems</li> <li>Completing basic maintenance of software and operating systems</li> </ul> | <p>the structure of a program and writing basic programs to complete a project</p> <ul style="list-style-type: none"> <li>Using HTML</li> <li>Having a working knowledge of other operating systems</li> <li>To communicate with other systems over a network</li> </ul>  | <p>the structure of a program and writing basic programs to complete a project</p> <ul style="list-style-type: none"> <li>Using HTML, and C++</li> <li>Having a working knowledge of other operating systems and able to communicate with other systems over a network</li> </ul> | <p>the structure of a program and writing basic programs to complete a project</p> <ul style="list-style-type: none"> <li>Using Python</li> </ul>   | <ul style="list-style-type: none"> <li>Looking at the future of IT where it is likely to go</li> <li>Make a IOT project . Plan it program it and test it</li> </ul>  |
| Y9 Biology   | <p>An introduction to biology (2 weeks)</p> <p><b>B1 Cell Structure and transport</b></p> <ul style="list-style-type: none"> <li>The world of the microscope,</li> <li>animal and plant cells, Eukaryotic and prokaryotic cells.</li> <li>Specialisation in animals and plant cells</li> </ul> |  | <p><b>B1 Cell Structure and transport (Cont)</b></p> <ul style="list-style-type: none"> <li>Diffusion, Osmosis , active transport, exchanging materials.</li> </ul> <p><b>B2 Cell Division</b></p> <ul style="list-style-type: none"> <li>Cell division, growth and differentiation,</li> <li>Stem cells and ethical dilemmas.</li> </ul> |   | <p><b>B3 Organisation and the digestive system</b></p> <ul style="list-style-type: none"> <li>Tissues and organs</li> <li>The human digestive system, looking at the chemistry of food, catalysts and enzymes</li> <li>Factors that affect enzyme action.</li> <li>How does the digestive system work and what makes it efficient?</li> </ul> |  |
| Y9 Chemistry | <p>An introduction to Chemistry (3 weeks)</p> <p><b>C1 Atomic Structure</b></p> <ul style="list-style-type: none"> <li>Structure of the atom.</li> <li>Compounds and mixtures. How mixtures can be separated (Chromatography, filtration and distillation)</li> </ul>                          | <p><b>C1 ions atoms isotopes periodicity</b></p> <ul style="list-style-type: none"> <li>The periodic table and its history as well as the key features of Groups 1 and 7 (C2)</li> </ul>                   | <p><b>C2 Transition metals</b></p> <ul style="list-style-type: none"> <li>The periodic table and its history as well as the key features of Groups 1 and 7 (C2)</li> </ul> <p><b>C3 Structure and bonding</b></p> <ul style="list-style-type: none"> <li>Learning about covalent, ionic and metallic bonding</li> </ul>                   | <p><b>C3 giant covalent structures and nanoparticles</b></p> <ul style="list-style-type: none"> <li>Discovery.</li> <li>3D structures (using VR sets)</li> <li>Applications (Sports, medicines)</li> </ul>  | <p><b>C4 relative formula masses and equations in chemistry</b></p> <ul style="list-style-type: none"> <li>Calculations of reacting masses (laboratory and industrial scale)</li> <li>Building a sense of proportion</li> </ul>   | <p><b>C4 percentage yield and how to calculate moles and molar ratios</b></p> <ul style="list-style-type: none"> <li>Calculating yield, atom economy.</li> <li>Application to industry (cost, safety)</li> </ul> |
| Y9 Physics   | <p>An introduction to physics (3 weeks)</p> <p><b>P1 Conservation and dissipation of energy</b></p> <ul style="list-style-type: none"> <li>Understanding and defining energy</li> <li>Calculating GPE, KE and EPE</li> </ul>   |  | <p><b>P2 Energy transfer by heating</b></p> <ul style="list-style-type: none"> <li>Energy transfer by conduction, convection and radiation</li> <li>Infrared radiation</li> </ul>   |   | <p><b>P3 Energy resources</b></p> <ul style="list-style-type: none"> <li>Energy demands and challenges</li> <li>Power stations - fossil fuels, wind, water, solar, geothermal and nuclear</li> </ul>  |  |

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|              | <ul style="list-style-type: none"><li>• Efficiency, work and wasted energy</li><li>• Energy in electrical appliances</li></ul>   | <ul style="list-style-type: none"><li>• Specific heat capacity</li><li>• Heating and insulation</li></ul>  | <ul style="list-style-type: none"><li>• Environmental considerations</li><li>• Big energy issues</li></ul>   |   |  |   |
| Y9 History   | <p><b><u>First World War and Trench Warfare</u></b></p> <p>Introduction to Year 9 History</p> <p>Causes of WWI</p> <p>Propaganda</p> <p>Life in the trenches</p> <p>Trenches re-enactment</p>  | <p><b><u>First World War and Women's Rights</u></b></p> <p>Battle of the Somme and Gallipoli</p> <p>Contribution of the Empire</p> <p>The End of the War</p> <p>The Treaty of Versailles</p> <p>WWI Assessment</p>                                       | <p><b><u>Votes for Women</u></b></p> <p>Women's rights before 1900</p> <p>Women's role in WWI</p> <p>Suffragettes and spotlight on Emily Davidson</p> <p>Impact and reflection on women's rights throughout the world</p>  | <p><b><u>Inter-war years and the Rise of Hitler</u></b></p> <p>Consequences of the Treaty of Versailles</p> <p>League of Nations – establishment and failure</p> <p>The Rise of Hitler</p> <p>Nazism - its impact on Germany and Europe</p> <p>Appeasement and the lead up to War</p>                             | <p><b><u>Second World War</u></b></p> <p>Outbreak of War</p> <p>Spotlight on the Western Front and Dunkirk</p> <p>The Eastern Front</p> <p>D-Day</p> <p>The Holocaust</p>                  | <p><b><u>Second World War</u></b></p> <p>Life on the Homefront</p> <p>The War in the Pacific</p> <p>The End of the War</p> <p>Nuclear Weapons project planning and assessment</p> <p>The immediate aftermath of the war</p> <p>Assessment</p>   |
| Y9 Geography | <p><b><u>Dawn of the Anthropocene part 1:</u></b></p> <p>Population patterns across the world (POPULATION UNIT Part 1) (Geog.2 &amp; IGCSE)</p> <p>Introducing the link between population and environmental impact: the Anthropocene. World populations then and now, world population distribution, the demographic transition</p> | <p><b><u>Dawn of the Anthropocene part 1 (continued)</u></b></p> <p>Causes, challenges and solutions of under population (&amp; Australia), overpopulation (&amp; Bangladesh) ageing populations (&amp; Japan) and youthful populations (Bangladesh)</p> | <p><b><u>Weather Tantrums: Extreme weather events (TES &amp; IGCSE)</u></b></p> <p>The formation of Hurricanes, cyclones, typhoons, tornadoes and waterspouts, thunder and lightning, monsoons &amp; floods, drought and heatwave, UK 2018 extremes ( Beast from the East, summer drought) 2019 hottest temperature on record in Cambridge).</p> | <p><b><u>Wild, Wet and Windy: Weather in the UK (Geog.2 &amp; IGCSE)</u></b></p> <p>What is weather, causes of weather patterns, how to measure the weather, weather forecasting, rain and clouds, air pressure and wind, rapid changes, microclimates, weather versus climate, recap climatic factors for UK</p> | <p><b><u>On the Move: Challenges of migration</u></b></p> <p>migration in numbers, push and pull factors, migrant versus refugee, the European migrant crisis. Poland to UK case study</p> | <p><b><u>Blood, sweat and tears: industry &amp; employment in the UK and across the globe (Geog.3 &amp; IGCSE)</u></b></p> <p>Industry types, UK employment structure, economic development and employment change, link back to population change and the Industrial Revolution. Compare the Clark Fisher Model</p> |

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|             | model, population pyramids, social, economic, cultural, political and environmental reasons for rapid population growth in LEDCs (and the UK/ MEDCs historically), the significance of the Industrial Revolution on population change. | <u><b>Dawn of the Anthropocene part 2:</b></u><br>Managing populations & migration<br>(POPULATION UNIT part 2)<br>(Geog.2 & IGCSE)<br>Population management policies: China's One/Two-Child Policy, Japan and Sweden's pronatalist strategies; population distribution patterns in the UK, their SEEP causes and consequences<br><br>Assessment | UK flooding 2019, Storm of 1987<br>How we might be contributing to this extreme weather through climate change   | Weather data collection collaboration with Maths |   | with the Demographic Transition Model.<br><br><i>Year 9 end of year exam (including end of unit assessment)</i> |
| Y9 RE       | <u><b>What makes us human</b></u><br>What makes us human introduction<br>How much is a human worth?<br>Are humans special?<br>What is the purpose of human life?<br>How free are we?<br>What does the future hold?                     |   | <u><b>Religion human rights and social justice</b></u><br><br>Justice and the correct use of wealth<br><br>Wealth, inequality and poverty<br><br>Christianity, homophobia and sexism<br><br>Religion and racism<br><br>Human rights and their background in religion |  | <u><b>Crime and Punishment</b></u><br><br>Why do people commit crimes?<br><br>What is the point in punishment<br><br>Are criminals evil?<br><br>The Death Penalty |   |
| Y9 Classics | <u><b>Suburani Chapter 3</b></u><br><br>Language:  | <u><b>Suburani Chapter 4</b></u><br><br>Religion:<br><br>Christianity, State religion, Homes of the   | <u><b>Suburani Chapter 6</b></u><br><br>Language:<br><br>Ablative case   | <u><b>Suburani Chapter 7</b></u><br><br>London:  | <u><b>Suburani Chapter 8</b></u><br><br>Britain:  | <u><b>Suburani Chapter 10</b></u><br><br>Language:  |

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|        | <p>Nominative and accusative pl.</p> <p>3rd pers. pl., present tense</p> <p>Entertainment:</p> <p>Public festivals, Chariot-racing, Charioteers</p> <p>History: Three phases of ruling</p> <p><b><u>Suburani Chapter 4</u></b></p> <p>Language:</p> <p>Neuter nouns</p> <p>1st and 2nd pers. pl., present tense</p> | <p>gods, Sacrifice, Private worship</p> <p>Mythology: Deucalion and Pyrrha</p> <p><b><u>Suburani Chapter 5</u></b></p> <p>Language:</p> <p>Present infinitive</p> <p>possum, volō and nōlō</p> <p>Public health:</p> <p>Baths, Public toilets, Water supply, Sanitation</p> <p>History: Rome under attack!</p> | <p>Prepositions + acc./+ abl.</p> <p>Time</p> <p>Slavery: How were people enslaved? Life of a slave, Seeking freedom, Manumission</p> <p>Mythology: Theseus and the Minotaur</p> <p><b><u>Suburani Chapter 7</u></b></p> <p>Language:</p> <ul style="list-style-type: none"> <li>Imperfect tense</li> <li>Perfect tense (-v-stems)</li> </ul> | <p>Londinium, Made in Londinium, Food</p> <p>History: Romans invading</p> <p><b><u>Suburani Chapter 8</u></b></p> <p>Language:</p> <ul style="list-style-type: none"> <li>Perfect tense (all stems)</li> <li>Superlative adjectives</li> </ul> | <p>Britannia, Camulodunum, Resist or accept? The Druids</p> <p>Mythology: The Amazons</p> <p><b><u>Suburani Chapter 9</u></b></p> <p>Language:</p> <ul style="list-style-type: none"> <li>Dative case</li> <li>Verbs with dative</li> </ul> <p>Rebellion – hard power:</p> <p>Chain of command; Competing forces; Women and war; Why join the army?</p> <p>History: Resistance</p> | <ul style="list-style-type: none"> <li>1st and 2nd decl. adjectives</li> <li>3rd decl. adjectives</li> </ul> <p>Aquae Sulis – soft power:</p> <ul style="list-style-type: none"> <li>Aquae Sulis; Different gods; Curses; Military life; People of Roman Britain</li> </ul> <p>Mythology: The Gorgons</p> |
| Y9 Art | Adventures in Landscape   |  | Environmental Art/ Recycled Bags  |  | Pop Art Portraiture  |   |
|        | <p><b><u>DEVELOP</u></b></p> <ul style="list-style-type: none"> <li>study the methods, approaches and intentions of Claude Monet and David Hockney to understand how past and present artists use the</li> </ul>  | <p><b><u>RECORD</u></b></p> <ul style="list-style-type: none"> <li>explore landscape as the starting point for drawing and painting.</li> </ul> <p><b><u>PRESENT</u></b></p> <p>Create a final painted canvas that conveys mood and feeling in your chosen landscape</p>                                       | <p><b><u>DEVELOP</u></b></p> <ul style="list-style-type: none"> <li>Introduction to Environmental Art and collaborative project to make a recycled bag for Waitrose.</li> <li>Research different methods of making a recycled bag.</li> </ul>   | <p><b><u>PRESENT</u></b></p> <ul style="list-style-type: none"> <li>Make and refine a woven recycled bag considering colour and overall design.</li> <li>Add bag liner and handles.</li> </ul>   | <p><b><u>DEVELOP</u></b></p> <ul style="list-style-type: none"> <li>Introduction to Pop Art and how it differs from other art forms. Research and analysis of famous Pop Artists.</li> </ul> <p><b><u>REFINE</u></b></p>   | <p><b><u>RECORD</u></b></p> <ul style="list-style-type: none"> <li>Self and peer assessment and class discussions about the artists and the variety of techniques they are using.</li> </ul> <p><b><u>PRESENT</u></b></p>   |

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|          | landscape as inspiration.<br><u>REFINE</u> <ul style="list-style-type: none"> <li>learn how to use perspective methods in your work and develop observational drawing skills.</li> </ul> |  | <u>REFINE</u> <ul style="list-style-type: none"> <li>Experiment with making a woven recycled bag using plaiting and weaving techniques.</li> </ul> <u>RECORD</u> <ul style="list-style-type: none"> <li>Discussion of Key language; Craftsmanship, Loom, Weft/ Warp</li> </ul> |  | <ul style="list-style-type: none"> <li>Refine their observational skills by using a grid up method to draw a pop art style portrait.</li> </ul>   | <ul style="list-style-type: none"> <li>Create a multimedia portrait using recognisable pop art conventions as well as a variety of other skills and approaches.</li> </ul> |
| Y9 Music | Literature as a stimulus for music composing a piece inspired by an extract from Mary Shelley's Frankenstein   | <ul style="list-style-type: none"> <li>The Blues - origins and development</li> <li>chord structure and features of melody</li> <li>Composing a blues piece</li> </ul>         | <ul style="list-style-type: none"> <li>Film music - listening to underscore, how have the musical elements been used to create suspense/tension//excitement/romance/fear etc?</li> </ul>   | Project to create a short film and compose the soundtrack for it | <ul style="list-style-type: none"> <li>Arts Cross curricular performance project incorporating song writing and rap</li> </ul>  | <ul style="list-style-type: none"> <li>Performance and evaluation of project</li> </ul>  |
| Y9 Drama | Devising from Stimulus - including poetry, photography and music. Students collaborating to create their own original material for performance from a given stimulus.                    | DNA - Dennis Kelly. Practical exploration of Kelly's play DNA. Practical exploration of the central themes of morality, leadership, bullying, gangs and social responsibility. | Introduction to Theatre Practitioner Bertolt Brecht. Practical exploration of his Epic Theatre and Alienation Effect to create political theatre.  | Missing Dan Nolan - exploration of text and stylised technique.  | Creative Arts Cross Curricular Performance Project. Drama /Art / Music collaborating to create a celebratory finale to KS3 Arts provision. Using a chosen theme - students work in each discipline creating their own original performance / artwork. | Performance and exhibition of Creative Arts Celebration Project!   |
| Spanish  | Languages Week   | Jobs and future career plans<br>Jobs   | Health and fitness<br>Describing your diet and your lifestyle  | World issues:<br>Talking about children's rights and fair trade. | Madrid - future tense<br>Meeting and greeting people.   | End-of-year assessment in  |

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|  | Talking about things you like<br>Describing your week and your birthday<br>Describing films<br>Talking about life as a celebrity.<br>Translation skills<br>The present tense of irregular verbs<br>Using the present, preterite and near future tenses together. | Saying what you have to do at work and what job you would like to do.<br>Future plans.<br>Describing your job.<br>Translation skills<br>Using <i>tener que</i><br>Revision of adjectival agreement<br>More practice using three tenses. | Daily routine<br>Active lifestyle and getting fit.<br>Body parts, illnesses, saying what's wrong with you.<br>Translation skills<br>Using direct object pronouns<br>Stem-changing verbs<br>Reflexive verbs<br>Using <i>(no) se debe /me duele(n)</i> | Recycling.<br>Describing how your town has changed.<br>Translation skills<br>Using the verb <i>poder</i> .<br>Expressing your point of view.<br>Using <i>se deberia</i> .<br>The imperfect tense. | Talking about a treasure hunt.<br>Discussing buying souvenirs.<br>Saying what you will do.<br>Using expressions with <i>tener</i> .<br>The comparative and the superlative.<br>The simple future tense<br>Revision for end of year exam. | listening, speaking, reading and writing.<br>Talking about summer holidays.<br>Translation skills |
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| French | <p>Languages Week</p> <p>Teenage social life<br/>Talking about Facebook.<br/>Giving your opinion about someone.<br/>Arranging to go out.<br/>Describing a date.<br/>Describing a music event.</p> <p>Translation skills<br/>Using direct object pronouns.<br/>Using three tenses - perfect, present and near future</p> | <p>Health and fitness<br/>The parts of the body.<br/>Talking about sport.<br/>Healthy eating.<br/>Making plans to get fit and describing levels of fitness.</p> <p>Translation skills<br/>Using <i>à</i> and the definite article.<br/>Using <i>il faut</i><br/>Using the future tense and using it with the perfect and present tenses<br/>Using masculine and feminine nouns.</p> | <p>Jobs and career plans<br/>Describing jobs.<br/>Learning languages.<br/>Saying what you used to do.<br/>Discussing your future and your past.<br/>Talking about your job.</p> <p>Translation skills<br/>Using modal verbs.<br/>Using the imperfect tense<br/>Using different tenses together.</p> | <p>Holidays<br/>Discussing holidays.<br/>Imagining adventure holidays.<br/>Talking about what you take with you on holiday.<br/>Describing what happened on holiday.<br/>Visiting a tourist attraction.<br/>Translation skills<br/>Asking questions using inversion.<br/>Using the conditional tense.<br/>Using reflexive verbs.<br/>Combining different tenses.</p> | <p>Rights and ethics<br/>Discussing what you are allowed to do.<br/>Explaining what's important to you - morals, ethics and world social issues.<br/>Talking about things you buy - ethical shopping.<br/>Describing what makes you happy<br/>Translation skills<br/>Using expressions with <i>avoir</i>.<br/>Using direct object pronouns.<br/>Using <i>si</i> in complex sentences.<br/>Using complex structures.</p> | <p>Revision<br/>Translation skills<br/>End of KS3 assessment in listening, speaking, reading and writing skills.<br/>Assessment feedback.</p> |
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| Y9 Mandarin | <p>Languages Week</p> <p>Revise Jinbu-1 Chapter 1-3</p> <p>1.Review greeting phrases, numbers, family members, animal names</p> <p>2. Review numbers: Birthday, week days; Weekend</p> <p>3. Review hobbies; activities</p> <p>4. Review simple questions and special questions; relevant ways to answer these questions.</p> <p>5. Practise writing around 80 characters course- work to describe life routine.</p> <p>6. Assessment</p> | <p>Revise Jinbu-1 Chapter 4-5</p> <p>1.Revise school subjects and give comments on school subjects</p> <p>2.Recap telling time and apply time phrase to indicate course schedule.</p> <p>3.Review food names; drink names and give comments on food.</p> <p>4. Practise raising simple questions and special questions.</p> <p>5. Practice essential characters</p> <p>6. Assessment</p> | <p>1.Weather types: Learn weather types and relevant adj.to describe weather.</p> <p>2.Nationality: Country names and how to apply 人, 文, 语, 国 to convert a country's name into nationality and the related language.</p> <p>3. Location names: preposition 在</p> <p>3. Transportation names: Apply 坐 and 骑 to describe how to take the transportation to go a place.</p> <p>4. Past tense mark 了: Comparison study with present continue mark 在/正在</p> | <p>1.Review Chapter 1 in Jinbu-2</p> <p>2.Culture explore: How do Chinese people celebrate Chinese New Year?</p> <p>Individual presentation.</p> <p>3.Assessment</p> | <p>1.Describe someone: recap phrases of colour, appearances</p> <p>2. Bedroom essential item phrases: recap preposition 在 and direction phrases</p> <p>3.Daily routine</p> <p>4.Daily life and clothes</p> <p>5. Assessment</p> | <p>1.Directions and making an appointment</p> <p>2.Weekend plans</p> <p>3. Job titles: Dream job and future plans. Future tense indicators: 要; 想要</p> <p>4. Giving comments on living environment</p> <p>5. Assessment</p> |
| Y9 PE       | <p><u>Rugby/Tag</u><br/><u>Rugby/Hockey</u></p> <p>Pupils split into competitive and recreational groups</p>  | <p><u>Rugby/Tag</u><br/><u>Rugby/Hockey</u></p> <p>Pupils split into competitive and recreational groups</p>   | <p><u>Football/ Girls</u><br/><u>Rugby/Lacrosse</u></p> <p>Pupils split into competitive and recreational groups</p>   | <p><u>Football/ Girls</u><br/><u>Rugby/Lacrosse</u></p> <p>Pupils split into competitive and recreational groups</p>   | <p><u>Tennis</u></p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork,</p>   | <p><u>Athletics</u><br/><u>Performing at Maximal levels</u></p> <p>Learning and developing skills in</p>   |

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|  | <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><b><u>Basketball</u></b></p> <p>To gain skills in passing, dribbling, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p> | <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><b><u>Badminton</u></b></p> <p><b>Indoor- Badminton</b><br/>To learn: types of shot, serving, footwork, scoring, match play, singles and doubles.</p> | <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><b><u>Netball/Handball</u></b></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p> | <p>All pupils to learn the skills involved in the game and the competitive groups to apply these skills into fast paced competitive games.</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p><b><u>Netball/Handball</u></b></p> <p>To further develop skills in: passing, shooting, footwork, defending, game play, positions and tactical play in attack and defence</p> | <p>tactical play, sequences and scoring.</p> <p><b><u>Striking and Fielding skills</u></b></p> <p><b><u>Athletics</u></b><br/><b><u>Performing at Maximal levels</u></b></p> <p>Learning and developing skills in</p> <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p> <p>Throwing</p> <p>Shot putt, Javelin</p> | <p>Running Short and long distance</p> <p>Jumping, long jump and high jump</p> <p>Throwing</p> <p>Shot putt, Javelin</p> <p><b><u>Tennis</u></b></p> <p>Developing skills and knowledge in</p> <p>Serves, different types of shots, footwork, tactical play, sequences and scoring</p> <p><b><u>Striking and Fielding</u></b></p> <p><b><u>Cricket</u></b></p> <p>To be able to under arm throw and low cradle catch a ball accurately</p> <p>To be able to over arm throw and high cradle catch a ball accurately</p> <p>To be able to perform an around the side</p> |
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|           |  |   |   |   |  | <p>throw and cradle catch a ball accurately</p> <p>To perform simple or complex over arm bowling accurately with consistency.</p> <p>To be able to bat the ball in a variety of ways</p> <p>To be able to create fielding and batting tactics</p> <p>To be able to perform in a competition with outstanding sportsmanship</p> <p>To be able to create fielding and batting tactics</p> |
| Y9 PSHCEE | <p>Expectations and perceptions of relationships</p> <p>Peer Approval</p> <p>'Risks'</p> <p>Being 'me' in a group</p> <p>Consent</p> | <p>Equality</p> <p>Understanding difference</p> <p>The power of positive language</p> <p>Bullying</p> <p>Discrimination</p> | <p>My personal strengths</p> <p>The power of planning</p> <p>My dreams for my life</p> <p>Mental health and illness</p> <p>Media manipulation and mental health</p> | <p>Making healthier choices</p> <p>Alcohol</p> <p>Using substances (including smoking)</p> <p>Life-saving skills</p> <p>Effects of substances</p> | <p>Power in relationships</p> <p>Assertiveness and saying no</p> <p>Porn – is it real?</p> <p>Contraception</p> <p>Consequences of unprotected sex</p> | <p>Mental health</p> <p>Change and our emotions</p> <p>Better sleep</p> <p>Resilience</p> <p>Reflection</p>   |