

Year 9 Curriculum Second Half Summer Term

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English

Year 9 Top Set	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	<i>Of Mice and Men</i>	The plot and characters in the novel	To be able to explore the themes of the novel and the writer's intentions.	So that I can write an informed exam response that related to the whole novel.	I will complete some tasks on the portrayal of different themes in the whole text.	PowerPoint for guidance.
w/b 8 th June	<i>Of Mice and Men</i>	Subject terminology How to analysis language How to structure a PEARL paragraph	To be able to write a GCSE literature exam response to the text.	To develop my understanding of the GCSE criteria.	I will answer an exam question on Of Mice and Men.	PowerPoint for guidance. Loom video for modelling.
w/b 15 th June	GCSE English Language Paper 1	Subject terminology for language and structure. Layers of meaning.	To be able to answer Questions 2 and 3 on the paper.	To develop my understanding of the criteria for these questions in preparation for GCSE.	I will work through the process of answering each question. I will apply my knowledge to a new text.	PowerPoint for guidance. Loom video for modelling.
w/b 22 nd June	GCSE English Language Paper 1	Understanding of writer's methods. Understanding of how to write about reader's response.	To be able to answer Question 4 on the paper.	To develop my understanding of the criteria for these questions in preparation for GCSE.	I will work through the process of answering each question. I will apply my knowledge to a new text.	PowerPoint for guidance. Loom video for modelling.
w/b 29 th June	GCSE English Language Paper 1	Understanding of how to approach questions 2, 3 and 4.	To be able to complete a GCSE Paper 1 independently.	To diagnose where I am successful and what I need to work on.	I will through a whole GCSE English Language Paper 1 independently.	Support from previous lessons.

w/b 6 th July	Spoken Language Assessment	Structuring a speech. Linguistic devices.	To be able to deliver a speech and respond to questions.	To develop my confidence in delivering a presentation to an audience.	I will plan and rehearse my speech.	PowerPoint guidance and example presentations.
w/b 13 th July	Spoken Language Assessment	My prepared speech!	To record my spoken language presentation.	To achieve a pass, merit or distinction in this element of the course.	I will record my presentation.	

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Creative Writing based on Living in Lockdown	Varieties of sentence openers and sentence structures	To be able to structure a developed letter	I will practise sentence types and revise the structure of a letter	I will make a worry jar, generate ideas about the past, present and the future and finally, write a letter to your future self.	Worry jar template, ideas grid and a letter template.
w/b 8 th June	Reading skills: Fiction extracts	Reading skills: retrieval, summary, inference and analysis	To be able to show clear understanding of the texts	I will prepare myself for the skills required at Language GCSE level (Paper 1)	I will read 2 extracts and answer a series of questions based on these	Extract booklet and Loom videos showing you how it's done
w/b 15 th June	Reading skills: Non-fiction extracts	Reading skills: retrieval, summary, inference and analysis	To be able to show clear understanding of the texts	I will prepare myself for the skills required at Language GCSE level (Paper 2)	I will read 2 extracts and answer a series of questions based on these	Extract booklet and Loom videos showing you how it's done
w/b 22 nd June	Revision of all reading skills	Practice of all reading skills expected in Y9	To be able to reinforce your	I will prepare myself for the skills required	I will complete a mini GCSE Language paper	A shortened GCSE Language paper

			prior learning on reading skills	at Language GCSE level		
w/b 29 th June	Exploring the speech form	AFOREST techniques from persuasive writing	To analyse the speech form	I will learn how successful speeches are written and delivered	I will read 2 example speeches, label the techniques used in them and consider the effects of the language chosen	2 weblinks to famous speeches, 2 transcripts of those speeches
w/b 6 th July	Writing a speech	Understanding of the form of the speech and how language is used for effect	To be able to plan and write a speech	I will create a speech which I will learn for my Spoken Language Assessment	I will choose a topic that interests me and plan and write a speech on this topic	Planning resource and Weblinks to example spoken language assessments
w/b 13 th July	Spoken Language Assessment	Knowledge of the Assessment process. My prepared speech.	To be able to deliver a speech	I will learn my speech and record myself delivering it. This will lead to a qualification in Spoken Language (separate to the English GCSEs)	I will learn my speech off by heart (or use cue cards) and record my presentation ready for teacher assessment.	Use of the Loom app.

Maths

Year 9	Topic	Prior knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources	
w/b 1 st June	Algebra	I can simplify expressions such as $a+2a+3a$	<p>I can multiply out expressions with brackets such as $5(3x-2)$</p> <p>I can factorise expressions</p> <p>I can multiply out expressions with brackets such as $y(3y-2)$</p> <p>I can simplify expressions such as $4a-2(2a+3)$</p>	I will be able to perform calculations when a factor is unknown.	<p>At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%</p> <p>Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.</p> <p>At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning</p>	<p>Hegarty Maths</p> <p>160 161</p>	<p>Corbett Maths</p> <p>13</p>
w/b 8 th June	Statistics	I can present data using stem and leaf, bar charts and pictograms and pie charts, I can plot coordinates	<p>I can draw a scatter graph by plotting points on a graph</p> <p>I can interpret a scatter graph</p> <p>I can draw a line of best fit on the scatter graph by inspection</p>	I will be able to create graphs from data and interpret these for real life scenarios	<p>At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%</p> <p>Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths.</p>	<p>Hegarty Maths</p> <p>453 454</p>	<p>Corbett Maths</p> <p>165 166 167</p>

					At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning		
w/b 15 th June	Proportion	I can answer proportion questions using the unitary method, I can understand scale drawings	I can use and find scale factors for enlarged shapes I can use and find scale factors as ratios	TBAT use proportional reasoning to solve problems.	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60% Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths. At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u> 608 609 610 611 612 613 614	<u>Corbett Maths</u> 291 292
w/b 22 nd June	Pythagoras	I can work out areas of squares, I understand square numbers, I can square root a number	I understand that two squares add up to the bigger square around a right angled triangle I can find the length of the hypotenuse of a right-angled triangle using Pythagoras I can find the length of one of the shorter sides of a right-angled triangle using Pythagoras	I will be able to work out a missing length from a right angled triangle	At the minimum students will be expected to complete a piece of work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60% Some of the teachers may pose alternative questions for you to attempt through their own PowerPoints as an alternative to Hegarty Maths. At the end of the week all students must complete the review quiz set by individual teachers based on the weeks learning	<u>Hegarty Maths</u> 498 499	<u>Corbett Maths</u> 257

w/b 29 th June	Hegarty Maths catch up	N/A	I have caught up on all outstanding Hegarty maths tasks I have challenged myself to complete as many fix up 5 tasks as I can All notes in my orange book have been completed.	To ensure that we have completed as much of the work that has been set over the year therefore preparing us for the following years learning.	At the minimum students will be expected to complete 2 pieces of outstanding work on Hegarty Maths every day. This involves watching the video and pausing this to attempt the practice questions. After the video compete the quiz and achieve at least 60%		
w/b 6 th July	Project	I can use proportion, measures and estimation	TBAT use maths in a variety of different scenarios	TBAT use maths in a variety of different scenarios	Use your maths knowledge to be able to have a go and work through the projects set by your teacher.		
w/b 13 th July	Maths Competitions	Recall maths knowledge taught over the last year.	To complete the competitions set by your teacher with a chance to win prizes	To use maths to win prizes (given on our return)	Challenge yourself to be able to complete as much as possible. The more completed the better the chance of winning a prize.		

Science

Year 9	<p>In year 9 students will be set a Study Project on one for the topics they would have been learning at school during this time. Each Study Project will last for 2 weeks and be expected to take 5 hours of work. At the end of the Study Project the students will be expected to submit one piece of work as evidence and to complete an online assessment quiz.</p> <p>The Study Projects may be set and monitored by teachers other than the student's usual teacher.</p> <p>Additionally, students should continue to use Tassomai to consolidate their learning. They should aim to meet their daily target 3 times each week.</p> <p>Students in sets 1 and 2 should also continue working through the BBC daily lessons on biology, chemistry, and physics. This is optional for students in other groups.</p>					
	Study project	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
	B: Drugs and diseases Miss Waller & Miss Cooper	Drugs have negative effects and a small knowledge of different types of diseases.	To understand effects and consequences of legal drugs and links to diseases	To learn about lifestyle choices and follows pathway to KS4 topics	Four separate sections with tasks within each leading to a final project and quiz.	BBC Bitesize
	C: Sustainable Earth Mr Wood & Miss Waller	Rocks come from the ground. Some of the gases in the atmosphere and metals can be extracted.	To understand how the earth can be "recycled" and "sustained" by the materials it is made from.	The Earth is continually changing and recycling the resources. A better understanding of these processes will allow us to use these resources more wisely.	Four separate sections with tasks within each leading to a final project and quiz.	BBC Bitesize
P: Sound and light Mr Evans & Mr Haigh	Sound and light carry energy. Seeing and hearing are important senses	To understand how sound and light are carried by waves and their properties	We use light and sound to communicate information. Understanding the	The project will include 4 separate tasks including a research task, a quiz, exploring the	BBC Bitesize Other online resources will be included in the task.	

				properties of sound and light enables us to use them more effectively.	properties of sound and light including investigations	
Class	9ab1	9ab2	9ab3	9ab4	9ab5	9ab6
w/b 1 st June	B	B	C	C	P	P
w/b 8 th June	B	B	C	C	P	P
w/b 15 th June	C	C	P	P	B	B
w/b 22 nd June	C	C	P	P	B	B
w/b 29 th June	P	P	B	B	C	C
w/b 6 th July	P	P	B	B	C	C
w/b 13 th July	All groups will be set and complete an exercise reviewing their work					

Art

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	GCSE Art Intro portraiture	Building upon prior presentation and drawing skills.	Introductory knowledge/creative presentation.	To broaden my knowledge and understanding of historic portraiture artworks.	Present given images with keywords and definition.	Portraiture images, step by step technique worksheet if needed. Pencils, paper and rubber.
w/b 8 th June		Building upon prior presentation and drawing skills.	Development of observational skills.	To gain confidence and build upon prior drawing knowledge and techniques.	Present a photograph on the the left, draw 4 close up sections in boxes on the right.	Portraiture images, step by step technique worksheet if needed. Pencils, paper and rubber.
w/b 15 th June		Building upon prior presentation and drawing skills.	Development of observational skills.	To gain confidence and build upon prior drawing knowledge and techniques.	Secondary observations from facial features. Using full tonal range.	Portraiture images, step by step technique worksheet if needed. Pencils, paper and rubber.

w/b 22 nd June		Building upon prior presentation and drawing skills.	Knowledge of artists presenting relevant information	To broaden my knowledge and understanding of historic portraiture artworks.	Artist 1 :Leonardo DaVinci portrait sketches -tonal pencil.	Portraiture images, step by step technique worksheet if needed. Pencils, paper and rubber.
w/b 29 th June		Building upon prior presentation and drawing skills.	Producing accurate copies using a full tonal range.	To gain confidence and build upon prior drawing knowledge and techniques.	Artist 1 :Leonardo DaVinci portrait sketches -tonal pencil.	Portraiture images, step by step technique worksheet if needed. Pencils, paper and rubber.
w/b 6 th July		Building upon prior presentation and drawing skills.	Knowledge of artists presenting relevant information	To broaden my knowledge and understanding of historic portraiture artworks.	Artist 2 :Lucien Freud portrait sketches - coloured pencil.	Portraiture images, step by step technique worksheet if needed. Pencils, paper and rubber.

w/b 13 th July		Building upon prior presentation and drawing skills.	Producing accurate copies using a full tonal range.	To gain confidence and build upon prior drawing knowledge and techniques. To analyse images, reflecting on skills and techniques to make progress.	Artist 2 :Lucien Freud portrait sketches - coloured pencil. Evaluation of portrait project.	Portraiture images, step by step technique worksheet if needed. Coloured Pencils, paper and rubber.
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Design Technology

Year 9 – New GCSE class	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Types of renewable and non-renewable energy sources	Know that power is produced and distributed	I will understand that there are different methods of generating electricity	To be able to make informed decisions regarding the source of your electricity	Select one method of energy generation and produce a step by step showing how it generates electricity.	Information sheets uploaded to class charts and Powerpoint saved as a PDF
w/b 8 th June	Issues surrounding fossil fuels	There are different methods of electricity production	I will be able to explain the advantages and disadvantages of burning fossil fuels for electricity production	To understand why nuclear, solar, wind power etc are used despite their negative effects and limitations.	Write 3 paragraphs explaining the advantages and disadvantages of using fossil fuels as an energy source	Information sheets uploaded to class charts and Powerpoint saved as a PDF
w/b 15 th June	Advantages and disadvantages of renewable energy sources	Issues surrounding burning fossil fuels and issues with nuclear waste.	Be able to discuss the advantages, disadvantages and limitations of each method of generating electricity.	To understand why various green energy sources exist and how improving technology has improved their efficiency.	Complete a revision sheet where each method of renewable electricity production is named and there +/- points bulleted.	Information sheets uploaded to class charts and Powerpoint saved as a PDF
w/b 22 nd June	Use of renewable energy sources in modern manufacturing	Different methods of producing electricity	Understand why some companies choose to generate their own power	I will understand why companies make these decisions both for environmental and commercial reasons	Write 3 paragraphs explaining why Apple's HQ in California decided to generate its own power.	Information sheets uploaded to class charts

w/b 29 th June	Renewable energy sources for products	Electricity can be stored and generated	Understand how and why some products are powered by renewable energy (wind up radio)	Understand the commercial, environmental and social reasons why renewable energy is used in products	Write 3 paragraphs explaining the environmental, commercial and social benefits of Trevor Baylis's wind up radio.	Information sheets uploaded to class charts and Powerpoint saved as a PDF
w/b 6 th July	Energy generation and storage in a range of contexts.	Electricity can be stored and generated	I will be able to identify different energy sources (petrol, electricity etc.) that can be found in the home. I can explain where these sources come from and how they are stored.	I will understand how to write a specification and how I will understand why a variety of energy sources are used in the home	List all of the energy sources in you home and garden (mains electricity, diesel, petrol, gas, battery). Identify a product that uses each source and explain why that is an appropriate energy source for that product.	Information sheets uploaded to class charts including examples of how to complete each task and examples of completed work.
w/b 13 th July	Nuclear Energy	Different methods of electricity generation	I will be able to discuss the advantages and disadvantages of the new Hinckley Point power station	It is a very expensive and large local engineering project which divides local and national opinion	Produce a factsheet highlighting the benefits and drawbacks of both nuclear power and the effect Hinckley Point will have on the local community	Information sheets uploaded to class charts including examples of how to complete each task .

Drama

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Physical Theatre	Physical Theatre (Year 8); Metamorphosis (Year 9)	To learn about contemporary theatre practitioners	You need to know about how theatre is made in Britain, including how to deconstruct and evaluate a range of styles	Practitioner 1 : Emma Rice (Part 1) Her life and techniques	http://www.theheroinecollective.com/emma-rice/
w/b 8 th June	Physical Theatre	Physical Theatre (Year 8); Metamorphosis (Year 9)	To learn about contemporary theatre practitioners	You need to know about how theatre is made in Britain, including how to deconstruct and evaluate a range of styles	Practitioner 1 : Emma (Part 2) Production analysis (A Midsummer Night's Dream)	iPlayer
w/b 15 th June	Physical Theatre	Physical Theatre (Year 8); Metamorphosis (Year 9)	To learn about contemporary theatre practitioners	You need to know about how theatre is made in Britain, including how to deconstruct and evaluate a range of styles	Practitioner 2 : Frantic Assembly Technique	https://www.franticassembly.co.uk

w/b 22 nd June	Physical Theatre	Physical Theatre (Year 8); Metamorphosis (Year 9)	To learn about contemporary theatre practitioners	You need to know about how theatre is made in Britain, including how to deconstruct and evaluate a range of styles	Practitioner 3 : Gecko Performance analysis	https://www.geckotheatre.com
w/b 29 th June	Live Theatre	Acting and design keywords; previous evaluation tasks	To watch and evaluate a performance on DigitalTheatre +	You need to be able to identify key features of Live Theatre and express conclusions in writing	Access Digital Theatre + Performance 1 (See Class Charts) Answer the questions set by the teacher	https://www.digitaltheatreplus.com/education
w/b 6 th July	Live Theatre	Learning from previous week	To watch and evaluate a performance on DigitalTheatre +	You need to be able to identify key TECHNICAL features of Live Theatre and express conclusions in writing	Access Digital Theatre + Performance 2 (See Class Charts) Answer the questions set by the teacher	https://www.digitaltheatreplus.com/education

w/b 13 th July	Live Theatre	Learning from previous week	To watch and evaluate a performance on DigitalTheatre +	You need to be able to identify key ACTING features of Live Theatre and express conclusions in writing	Access Digital Theatre + Performance 3 (See Class Charts) Answer the questions set by the teacher	https://www.digitaltheatreplus.com/education
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Food and Nutrition

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Food science & medium to high skill practical task	Eggs research into types of, different food choices related to budget, welfare and personal preference	I will know where Eton Mess originates from, different types of meringues and recipes that I could use, possibly practice a recipe involving Eggs and in particular meringues	I will understand about the science behind meringues and being successful when making meringues. use the best type of meringue for a recipe and be able to practice making a recipe involving meringues.	Watch a video or read a presentation. Do some independent research about Eton Mess. Answer questions about meringues. OPTIONAL: Cook one of the suggested recipes (or one of their own choice) which uses meringues as a main ingredient	Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes.

<p>w/b 8th June</p>	<p>Food Choices - Cooking on a budget Seasonal foods</p> <p>Strawberries, strawberries everywhere..... ...</p>	<p>Aware of food choices when doing family food shop. Some previous cooking in school or at home.</p>	<p>I will know what seasonal foods are and be able to research the best and most affordable ingredients to make food on a budget</p>	<p>I will understand more about where ingredients come from, be able to choose ingredients that come with a low cost tag due to seasonality/availabilit y/bulk buying. I will be able to source a seasonal recipe and making it with local and affordable ingredients – own choice recipe</p>	<p>Watch a video or read a presentation. Do some independent research about seasonal foods and foods that are available during Covid 19. Answer questions about factors influencing food choice. OPTIONAL: Cook own choice) which uses a seasonal ingredients such as strawberries or peas as a main ingredient</p>	<p>Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes.</p>
<p>w/b 15th June Due 26th June</p> <p>Two weeks project</p>	<p>Food Choices - Cooking on a budget</p> <p>Mini project planning a two course meal for 4 people on a budget of £10</p>	<p>Aware of food choices when doing family food shop. Some previous cooking in school or at home</p>	<p>Understand how to research and plan - what do I need to find out, how am I going to do, what to write up Write up findings and be prepared to cook the following week</p>	<p>I will research into different types of buying food on a budget including seasonal and local foods – I will include some information on the difficulties we have currently due to Covid-19. I will suggest different main course dishes and dessert dishes. I may practice cooking one of these this week.</p>	<p>Do your own research linking to cooking on a budget – use your information from seasonal foods from last week to help Then research different recipes for a main meal and dessert that you could make next week – discuss with parents/carers on cost and to check you can get the ingredients.</p>	<p>Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes.</p>

w/b 29 th June	Food Choice British Cuisine Afternoon Tea	Aware of food choices when doing family food shop especially food on a budget linking to previous topic. Some previous cooking in school or at home	I will learn about the tradition that is Afternoon Tea – how it came about, type of dishes included Research work and practical work	I will research Afternoon tea its heritage and then look to create my own Afternoon tea for my family. I have the option to cook one or two dishes linked to my research.	Watch a video or read a presentation. Do some independent research about Afternoon Tea. Answer questions about Afternoon tea. OPTIONAL: Cook own choice) two dishes – ideally 1 sweet and 1 savoury	Video link and/or presentation uploaded to class charts, question sheet, useful web links for recipes
w/b 6 th July	Revision End of year/ term multiple test and evaluation	Everything learnt over the past term – Food choice - Food science – Practical skills – different cuisines	I will be able to evaluate all the work I have learnt over the past term	I will be able to revise all the content I have learnt over the past term and be able to apply this in my exam and evaluation	Revise from a website/ ppt and the work they have created over the past term. Complete a multiple choice test and written evaluation of practical work	Video link and/or presentation uploaded to class charts, useful web links

w/b 13 th July	End of Year bake off challenge – imagine - raising money for charity	Using practical skills learnt over the past year and putting them into practice – using research skills learnt from previous projects	I will be able to research a chosen charity – explain reason for choice – plan what I will make and how much I will sell it for	I will research a chosen charity – explain reason for choice – plan what I will make and how much I will sell it for, making sure I cover the costs of my ingredients – bake something and show an act of kindness and give it to a family member or elderly neighbour.	Read ppt/worksheet explaining what to do Research charity Choose charity Choose dish to make Choose how much to sell (don't sell it but show an act of kindness and give to a family member or someone else – safely)	Video link and/or presentation uploaded to class charts, useful web links
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French

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	L'argent et les petits jobs. Earning money	Numbers, opinions. Listening and Reading strategies & question technique.	Gain confidence with irregular modal verbs & pour + infinitive.	Building connected cultural capital, managing self & asking for and giving information in the T/L.	Know the verbs pouvoir and devoir. Vocabulary building. Revisit the impersonal pronoun 'on'. Listening and Reading for gist & detail. Awareness of TRAPS.	Dynamo 3 & Sound Files. Linguascope.
w/b 8 th June	Qu'est-ce que tu veux faire de plus ? Future plans & Vouloir.	The verb 'aller'. Adjective agreement. Gender. Development with parce-que.	Build confidence with mixing vouloir & devoir. Know to drop the article when talking about jobs.	Increased confidence navigating more complex ideas in the T/L, relating to others & using and recognising patterns in languages. Promoting confident language learners	The verb vouloir. Talking about professions. Listening and Reading for gist & detail. Awareness of TRAPS.	Dynamo 3 & Sound Files. Linguascope.
w/b 15 th June	Qu'est-ce que tu feras à l'avenir ? – Using the Future Tense.	The verb 'avoir'. Talking about jobs.	Being able to express future plans and intentions. Distguishing between the simple and immediate future tenses.	Introducing proverbs in the T/L, participating and contributing to high tier questioning to build accuracy and confidence.	Introducing the Simple Future Tense, (regular and irregular verb forms). Listening and Reading for gist & detail. Awareness of TRAPS.	Dynamo 3 & Sound Files. Linguascope.

w/b 22 nd June	Retour vers le future – consolidating the future.	Awareness of cognates, quantifiers and opinion phrases.	To cement confidence with the Simple Future Tense in extended listening and written texts.	KS4, Theme 2 – Global Areas of Interest. Translation skills, time expressions and adverbs.	Use of language and problem solving, comparing the T/L and English, developing fluency in different tenses to promote confidence & future global connectivity. Listening and Reading for gist & detail. Awareness of TRAPS.	Dynamo 3 & Sound Files. Linguascope.
w/b 29 th June	Profil d'un inventeur/trice ? – Using three different tenses.	Knowing the difference between the Present, Simple Future and Perfect Tenses.	To promote confidence combining tenses in written French as well as dealing with combined tenses in extended listening and reading material.	Combining tenses, written accuracy and attention to structural and grammatical detail. Confidence with question words. Success with three tenses is a requirement for a 'strong' pass at GCSE Grade 5.	Promoting confidence and independence by analysing, evaluating and creating new ideas in the T/L. Using imagination, thinking skills, language and texts. Listening and Reading for gist & detail. Awareness of TRAPS.	Dynamo 3 & Sound Files. Linguascope.
w/b 6 th July	Assessment-Projets d'Avenir	Work covered this Unit.	To assess knowledge and impact of home learning.	Provide a secure base of knowledge to move forward to KS4.	Assessment of the Unit – Listening / Reading & Writing.	Dynamo 3 & Sound Files.
w/b 13 th July	KS4 Summer Project	The verbs avoir & etre & the perfect tense.	To cement complete confidence with the perfect tense prior to commencing KS4.	The Perfect Tense is the most critical tense to master in order to succeed at KS4. Access to the higher grades 7-9 requires mastery of this aspect	Revise and cement existing learning. Experience and develop confidence and independence with the CGP KS4 study guide.	CGP Revision Guide. Etienne sound files / video.

				of grammar as a start point.		
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Geography

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Geography in the News.	Continents of the world. Map skills Levels of development Industry sectors Data plotting Analysis and interpretation of data.	To determine the global impact of tourism from the pandemic of coronavirus	Geography in the news aims to build student interest and develop a fascination for the subject of geography that is currently in the news. The topic will allow students to broaden their knowledge of the physical processes that take place within the world. It will allow students to develop investigative skills to current issues and to work independently to broaden their understanding of global issues.	Using a variety of sources of information, students will conduct independent research into the global impact of tourism in HIC, NEE and LIC countries. The students will aim to answer the impact Coronavirus has had economically, environmentally, and socially. Students will then create a project that details their findings through data and information.	Video clips. PowerPoint. Scientific and Geographical articles.
w/b 8 th June	Geography in the News.	Continents of the world. Map skills Levels of development Industry sectors	To continue to determine the global impact of tourism from the pandemic of coronavirus	Geography in the news aims to build student interest and develop a fascination for the subject of geography that is currently in the news. The topic will allow students to broaden their knowledge of the physical	Using a variety of sources of information, students will conduct independent research into the global impact of tourism in HIC, NEE and LIC countries. The students will aim to answer the impact Coronavirus has had	Video clips. PowerPoint. Scientific and Geographical articles.

		Data plotting Analysis and interpretation of data.		processes that take place within the world. It will allow students to develop investigative skills to current issues and to work independently to broaden their understanding of global issues.	economically, environmentally, and socially. Students will then create a project that details their findings through data and information.	
w/b 15 th June	Geography in the News.	Continents Africa Relief of land Levels of development Relief	To investigate the impact of locusts swarming in East Africa	Africa is a continent of many contrasts and students will investigate the threat of locusts swarming East Africa especially with the threat of coronavirus. Africa's unique physical conditions, wildlife, and surroundings as well as its reliance on tourism creates an interesting interaction between physical and human geography.	Using a variety of sources of information, students will conduct independent research on the impact of locusts in East Africa. Answering the question 'What are the geographical issues for people living in this area'?	Video clips. PowerPoint. Scientific and Geographical articles.
w/b 22 nd June	Geography in the News.	Continents Asia Climate change. Levels of development	To investigate the impact of plastic in Thailand.	The reduction of plastic is a very current issue with the major UK companies vowing to change their packaging to reduce plastic consumption. Thailand has shown to be a success story in turning waste into worth through	Using a variety of sources of information, students will conduct independent research on the impact of plastic in Thailand and whether this case study could be replicated in other countries.	Video clips. PowerPoint. Scientific and Geographical articles.

		Resources		partnership of businesses and locals. Could this success story be replicated?	Students will continue to add to their project.	
w/b 29 th June	Geography in the News.	Tectonics	To investigate the Equinox	Every 6 months the equinox splits earths' day almost in half of 12 hours of daylight and 12 hours of darkness. To help students further their understanding of tectonics studied in year 8.	Using a variety of sources of information, students will conduct independent research on the investigating the equinox. Students will continue to add to their project.	PowerPoint. Video Clips. Scientific and Geographical articles.
w/b 6 th July	Geography in the News.	Continents Climate change Eco systems. Adaptation.	To investigate whether the Antarctic emperor penguins are at risk of extinction	To investigate the implication of climate change on Antarctica and the impact of the emperor penguin's survival. This helps develop students' understanding of animal adaptations, that will consolidate work studied in year 8. It also provides an insight into living in one of the harshest climates in the world, further fostering a fascination for the subject.	Using a variety of sources of information, students will conduct independent research on the investigating Emperor penguins' risk of extinction. Students will continue to add to their project	PowerPoint. Video Clips. Scientific and Geographical articles.
w/b 13 th July	Geography in the News.	Fossil fuels Levels of development	To investigate the impact of ship breaking for HIC companies and Bangladesh focusing	This helps develop students' understanding of gains for a HIC country or company compared to an LIC country. It gives the	Using a variety of sources of information, students will conduct independent research	PowerPoint. Video Clips. Scientific and Geographical articles.

		Climate change India	on the economy, the environment, and social impacts	students empathy on the demands richer economies place on more venerable economies and the implications of these on their economy and the environment.	on the impact of the ship breaking industry. Students will continue to add to their project	
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Health & Social Care

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Health and Social care		Introduction to health and social care. Provide learners with the information about the course structure. To investigate different jobs within the Health and Social Care sector. To give a written explanation of why they learner has chosen Health and Social Care.	The learner will be able to understand the course and its structure. The learner will be able to see the vast range of jobs in the Health and Social Care sector. The learner can provide the teacher an insight into why they have chosen the course, this will allow examples to be tailored to learner preference.	Read page 2 in the booklet Complete 2 tasks on page 3 of the booklet. The learner will produce an information booklet about different job. The learner will produce a write essay on reasons for choosing the course.	Job sites
w/b 8 th June (continued from last week)	Health and Social care		Introduction to health and social care. Provide learners with the information about the course structure. To investigate different jobs	The learner will be able to understand the course and its structure. The learner will be able to see the vast range of jobs in the Health and Social Care sector. The learner can provide the teacher an	Read page 2 in the booklet Complete 2 tasks on page 3 of the booklet. The learner will produce an information booklet about different job. The learner will produce a write essay on reasons for choosing the course.	Job sites

			within the Health and Social Care sector. To give a written explanation of why they learner has chosen Health and Social Care.	insight into why they have chosen the course, this will allow examples to be tailored to learner preference.		
w/b 15 th June	Health and Social care		To understand the difference between human growth and human development	The learner will understand the difference between human growth and human development. These are key terms required for exam assessment The learner will research and discover the different life stages and key exam area for this unit.	Write a definition for human growth and human development Create a poster to display the different life stages including information about each stage	PowerPoint Presentation
w/b 22 nd June	Health and Social care	The understanding of life stages	To explore P.I.E.S and apply to human growth and development	Research and describe P.I.E.S	Create a P.I.E.S display board using the resources provided	PowerPoint Presentation
w/b 29 th June	Health and Social care	The understanding of life stages and P.I.E.S	To explore life stage 1 (Infancy)	To describe key developmental areas within the infancy stage of human development	Use the PowerPoint and complete the notes on each development stage of infancy. Read the case study and write notes on positive and negative impacts on	PowerPoint Presentation

					each child using the sheet provided	
w/b 6 th July	Health and Social care	The understanding of life stages and P.I.E.S	To explore life stage 2 (Early Childhood)	To describe key developmental areas within the early childhood stage of human development	Use the PowerPoint and complete the notes on each development stage of early childhood.	PowerPoint Presentation
w/b 13 th July	Health and Social care	The understanding of life stages and P.I.E.S Understanding of stage 1 and stage 2	Recap stage 1 and 2 for human growth and development	Recap both stages as life stages are a key exam area for the unit	Use the notes completed over the last two weeks to complete a colourful and informative revision resource for stage 1 and stage 2 in the life stages	PowerPoint Presentation

History

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Israel	Iran Iraq war and the cold war unit.	Ensure that student have a sound understanding of the creation of the state of Israel and the impact that this had on Middle East politics	I will develop an understanding of a significant issue in world politics that is not currently covered by EdExcel in the GCSE course. However, this unit of study will be essential to my overall understanding.	You will review the reasons for America supporting the state of Israel and you will create a project pack based on the impact that this had.	BBC Bitesize You Tube – Days that Shook the World – the creation fo the state of Israel
w/b 8 th June	Student study booklet – The Anglo Saxons at GCSE	In year 7 you learnt about Anglo Saxon life and society – this unit allows you to gain a deeper insight by studying a limited number of years in both Anglo Saxon and Norman England.	By studying this booklet and completing all of the activities over the six week period you will be able to explain what life was like in Anglo Saxon England through societal structure, enterprise and religion.	You are learning this as it is worth 20% of your overall GCSE grade and you have opted to take History at GCSE.	You will be provided with a question booklet and you will be expected to complete the booklet in full. All of the resources you will need to answer the questions are in the booklet.	BBC Bitesize and the booklet you have been provided with.
w/b 15 th June						
w/b 22 nd June						
w/b 29 th June						
w/b 6 th July						
w/b 13 th July						

Media

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Introduction to Media Studies		I understand some of the ideas and skills that the course entails	To understand what the media is and what media studies entails	<ul style="list-style-type: none"> - Define media, media platforms, genre - Create mind maps of how concepts interlink - Create poster of media platforms, genres and sub-genres - Complete Media consumption diary 	Intro lesson Media consumption diary
w/b 8 th June	Introduction to Media language	Genre	<p>I can identify denotation</p> <p>I can discuss connotations of signs</p> <p>I can begin to interpret and analyse</p>	To identify denotations to interpret connotations	<ul style="list-style-type: none"> - Create colour wheel of connotation - Find logos of each colour - Explain why brands have chosen these colours 	
w/b 15 th June	Apply and Create	Denotation, connotation, logo, brand image	I can respond to a brief, using generic conventions and explain my design decisions	<p>To apply media language concepts</p> <p>To understand production cycle of media products</p>	<ul style="list-style-type: none"> - Research – logos and brands - Design own ‘brand’ that reflects you moodboard/collage - Create a logo for their own brand - Evaluate – how successfully does your design ‘speak’ your brand? 	

w/b 22nd June	Advertising and regulation	Logos, Slogans Persuasive language (English)	I can analyse media language of a text (adverts)	To identify media language in advertising To understand the need for regulation	<ul style="list-style-type: none"> - Research slogans - Comment on language techniques used - Respond to brief, design product, slogan and logo (draft) - Understand need for regulation - Design print advert for new product - EXTENSION: Storyboard for moving image advert 	
w/b 29th June	Media language of film posters	genre	I can analyse a media text (film poster)	To understand purpose of promotional material To identify generic conventions denotations to interpret connotations	<ul style="list-style-type: none"> - Analyse a film poster (guided Bond Spectre) - Write an analysis of a film poster (Deepwater Horizon) 	
w/b 6th July	Advertising and marketing	Genre, denotation, connotation, brand promotion	I can use features to market a film	To apply generic conventions To respond to a brief to market a film TO analyse a film trailer	<ul style="list-style-type: none"> - Respond to brief (plan) - Understand purpose of VSA and BBFC - Create film poster 	
w/b 13th July	Advertising and marketing	Genre, denotation, connotation,	I can use features to market a film	To apply generic conventions	<ul style="list-style-type: none"> - Identify features of a film trailer 	

		brand promotion		To understand the impact of social media in marketing and advertising	<ul style="list-style-type: none"> - Explain effectiveness of exemplar - Create 4 screen shots for own trailer - Explore conventions of website/social media marketing - Create own website design 	
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Music

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Music	Songwriting & Composing music	Make music for Film	To undertake a professional approach when Composing music for film briefs	Respond to a compositional brief and make music for a film clip	Google, Youtube, Soundtrap, Pack
w/b 8 th June	Music	Songwriting & Composing music	Make music for Film	To undertake a professional approach when Composing music for film briefs	Respond to a compositional brief and make music for a film clip	Google, Youtube, Soundtrap, Pack
w/b 15 th June	Music	Songwriting & Composing music	Make music for TV	To undertake a professional approach when Composing music for TV briefs	Respond to a compositional brief and make music for a TV advert	Google, Youtube, Soundtrap, Pack
w/b 22 nd June	Music	Songwriting & Composing music	Make music for TV	To undertake a professional approach when Composing music for TV briefs	Respond to a compositional brief and make music for a TV advert	Google, Youtube, Soundtrap, Pack
w/b 29 th June	Music	Songwriting & Composing music	Compare successful themes that are symbolic to particular movies	Identify the use of instrumentation, Sound Effects, and technology in movies	Create a log of movies and the key themes of music used eg- pulsating synth in Sci-Fi, legato violin in romantic movie- Research composers and find links between style and technique	Google, Youtube, Soundtrap, Pack
w/b 6 th July	Music	Songwriting & Composing music	Compare successful themes that are symbolic	Identify the use of instrumentation, pitch,	Further critique the impact of the use of certain techniques	Google, Youtube,

			to particular movies and movie genres	harmony and technology in movies		Soundtrap, Pack
w/b 13 th July	Music	Songwriting & Composing music	Refine compositional skills	Make creative decisions to improve compositions	Refine previous compositions and submit a composition for assessment	Google, Youtube, Soundtrap,

PE

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	What is a leader ? , what skills and characteristics are required to be a successful leader. Talk this week particularly about a Captain in Sport.	What makes a good leader, what skills are required? Think of a current Captain of a Sports Team.	To develop a knowledge of a current Captain in Sport and what skills / characteristics they have and display to make them a good leader.	A greater understanding of the specific roles, responsibilities and characteristics of a leader with particular focus on Captain that will then feed into completing the controlled assessment on different types of leader for the OCR Sport Studies course.	Using the template and PowerPoint provided answer the scaffolded questions on the characteristics and skills of a successful Captain in Sport.	PowerPoint sent and assignment template provided.
w/b 8 th June	Build upon the above topic with particular relevance now to a Manager in sport.	What makes a good leader, what skills are required? Think of a current Manager of a Sports Team.	To develop a knowledge of a current Manager in Sport and what skills / characteristics they have and display to make them a good leader.	A greater understanding of the specific roles, responsibilities and characteristics of a leader with particular focus on Manager that will then feed into completing the controlled assessment on different types of	Using the template and PowerPoint provided answer the scaffolded questions on the characteristics and skills of a successful Manager in Sport.	PowerPoint sent and assignment template provided.

				leader for the OCR Sport Studies course.		
w/b 15 th June	Build upon the above topic with particular relevance now to a Coach in sport.	What makes a good leader, what skills are required? Think of a current Coach of a Sports Team.	To develop a knowledge of a current Coach in Sport and what skills / characteristics they have and display to make them a good leader.	A greater understanding of the specific roles, responsibilities and characteristics of a leader with particular focus on Coach that will then feed into completing the controlled assessment on different types of leader for the OCR Sport Studies course.	Using the template and PowerPoint provided answer the scaffolded questions on the characteristics and skills of a successful Coach in Sport.	PowerPoint sent and assignment template provided
w/b 22 nd June	Build upon the above topic with particular relevance now to a PE Teacher.	What makes a good leader, what skills are required? Think of your PE Teacher.	To develop a knowledge of their PE Teacher and what skills / characteristics they have and display to make them a good leader.	A greater understanding of the specific roles, responsibilities and characteristics of a leader with particular focus on a PE Teacher that will then feed into completing the controlled assessment on different types of leader for the OCR Sport Studies course.	Using the template and PowerPoint provided answer the scaffolded questions on the characteristics and skills of a successful PE Teacher.	PowerPoint sent and assignment template provided
w/b 29 th June	Build upon the above topic with particular relevance	What makes a good leader, what skills are required? Think of a current official who referees	To develop a knowledge of an official in sport and what skills / characteristics	A greater understanding of the specific roles, responsibilities and characteristics of a	Using the template and PowerPoint provided answer the scaffolded questions on the characteristics and	PowerPoint sent and assignment template provided

	now to an official in Sport eg. Football referee Mark Clattenberg.	professional sport or organises.	they have and display to make them a good leader.	leader with particular focus on a Sports Official that will then feed into completing the controlled assessment on different types of leader for the OCR Sport Studies course.	skills of a successful Sports Official.	
w/b 6 th July	Build upon the above topic with particular relevance now to a gym instructor.	What makes a good leader, what skills are required? Think of a gym instructor and what skills they need.	To develop a knowledge of a gym instructor and what skills / characteristics they have and display to make them a good leader.	A greater understanding of the specific roles, responsibilities and characteristics of a leader with particular focus on a Gym Instructor that will then feed into completing the controlled assessment on different types of leader for the OCR Sport Studies course.	Using the template and PowerPoint provided answer the scaffolded questions on the characteristics and skills of a successful Gym Instructor.	PowerPoint sent and assignment template provided
w/b 13 th July	Build upon the above topic with particular relevance now to an expedition leader , eg. Bear Grylls.	What makes a good leader, what skills are required? Think of an expedition leader such as Bear Grylls and what skills he needs.	To develop a knowledge of an expedition leader and what skills / characteristics they have and display to make them a good leader.	A greater understanding of the specific roles, responsibilities and characteristics of a leader with particular focus on an expedition leader that will then feed into completing the	Using the template and PowerPoint provided answer the scaffolded questions on the characteristics and skills of a successful Expedition Leader.	PowerPoint sent and assignment template provided.

				controlled assessment on different types of leader for the OCR Sport Studies course.		
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Photography

Year 9 Photography	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Introduction to photography genres.	Building on previous exposure to photographic terminology.	Introductory knowledge and creative presentation.	To broaden my knowledge and understanding of photography.	Present a photography page introducing key terminology.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
w/b 8 th June		Analysing imagery through a range of photography genres and context.	How to use the rule of thirds creatively and successfully.	To explore a range of photographic genres.	Still life, composition and lighting.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
w/b 15 th June		Analysing imagery through a range of photography genres and context.	How to use focus and depth of field and lighting to create mood.	To explore a range of photographic genres.	Portrait, close-up and mood.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.

w/b 22 nd June		Analysing imagery through a range of photography genres and context.	To understand the effects of natural daylight.	To explore a range of photographic genres.	Nature, Varying light/times of day.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
w/b 29 th June		Analysing imagery through a range of photography genres and context.	To learn about a photographer.	To explore a range of photographic genres.	Photographer 1 Karl Blossfeldt, research and present.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
w/b 6 th July		Responding to previous research and imagery.	To explore simple editing techniques.	To explore a range of photographic genres.	Respond and edit in the style of Blossfeldt.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.

w/b 13 th July		Responding to own research and imagery.	To explore independent ideas and interests.	To explore a range of photographic genres.	Choose your own photographer and respond with a set of 4 images.	Internet, keynote slide, camera/phone camera, sketchbook, glue, scissors, pen.
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RE

Year 9	Topic	Prior Knowledge	Aim	What will this lead to? Why am I learning this?	Student expectation (What will they do?)	Relevant/ Helpful resources
w/b 1 st June	Peace and Pacifism	War/ Just War	To consider pacifism as an alternative to conflict Know about the work of a pacifist organisation and a peacemaker Understand why some religious believers are pacifists	Foundation of Religion, Peace and Conflict (GCSE Theme)	Work through the lesson document. Watching video links, reading content and responding by taking notes and written answers to questions posed. Submit work in a timely manner.	BBC Bitesize RE Revision Channel – You Tube App: Redefinitions Course booklet
w/b 8 th June	Human Rights and Social Justice	Ethical Studies unit	Understand that all humans have rights (UN Declaration of Human rights) and what they are. Investigate why they are important.	Foundation of Social Justice (GCSE Theme)	Work through the lesson document. Watching video links, reading content and responding by taking notes and written answers to questions posed. Submit work in a timely manner.	Course booklet
w/b 15 th June	Prejudice and Discrimination: Equality	Ethical Studies/ Identity	Understand religious belief and teachings about the roles of men and women, gender equality,	Foundation of Religion and Human Relationships	Work through the lesson document. Watching video links, reading content and responding by taking notes and written	Course booklet

			gender prejudice and gender discrimination		answers to questions posed. Submit work in a timely manner.	
w/b 22 nd June	Prejudice and Discrimination: Sexuality	PSHE – Sex Education	Religious teachings about human sexuality Understand the meaning of the term heterosexual and homosexual relationships. Investigate religious beliefs about prejudice and discrimination regarding sexuality	To think about the systematic, subconscious oppression of people according to their gender. GCSE Theme: Religion and Human Relationships	Work through the lesson document. Watching video links, reading content and responding by taking notes and written answers to questions posed. Submit work in a timely manner.	Course booklet
w/b 29 th June	Prejudice and Discrimination: Racism	Crime and Punishment, Ghandi	Explore religious attitudes towards racial prejudice and discrimination.	Foundation of Social Justice (GCSE Theme)	Work through the lesson document. Watching video links, reading content and responding by taking notes and written answers to questions posed. Submit work in a timely manner.	Course booklet
w/b 6 th July	Assessment	Assessment of course content	Assess current essay writing skills		Write a formal assessment and submit it in a timely manner.	Course booklet

w/b 13 th July	Feedback and rewriting	Assessment and advice from teacher.	Develop essay writing in a tailored manner		Act on feedback and advice to improve their essay writing skills	
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