|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Half term 1** **Learning Overview** | **Half term 2****Learning Overview** | **Half term 3** **Learning Overview** | **Half term 4** **Learning Overview** | **Half term 5** **Learning Overview** | **Half term 6** **Learning Overview** |
| **Art** | **Daymon Greulich Artist Page**Students explore the work of artist **Daymon Greulich,** what **Composition** is and how to experiment a variety of Compositions through **design**  | **Lino Print**Students explore and apply an initial understanding of Printing through the medium Lino Printing. To develop techniques and processes within applying **Texture, detail, and Mark-making.** |  **Tonal Study**To develop an understanding of **Proportion**, what it means and why it is important when recording observations to create realism and depth. | **Biro Study**Students learn what proportion means and why it is important when recording observations..  | **Teesha Moore Artist Page**Students will learn about the work of the Artist Teesha Moore. |  **Alexander Calder Wire Study**Students learn about the work of the Artist Alexander Calder and how to create a 2D wire sculpture |
| **Computing** | **Using Computer Safely, effectively and responsibly** This is a theoretical unit covering the necessary basic knowledge to use computers safely, effectively and responsibly. Pupils begin by looking at file management and security. The unit then moves on to e-safety (cyber-bullying, phishing etc.), and online profiles to give pupils a better understanding and awareness of using social media. The functionality and operation of email and search engines and how to use them effectively are covered. | **Creating a Video**Pupils will undertake a creative project to analyse, plan, shoot and edit a short advertisement for TV, a short movie on a topic such as Cyber Crime or a short film trailer. The clip should ideally be limited to 30-60 seconds in order to fit within the timescales allowed. Pupils will first analyse existing TV advertisements, movie clips or film trailers, then storyboard their ideas in small groups and shoot each scene. They will then edit the clips gathered in filming into a short movie or advert. | **Games Programming in Scratch**Pupils will be introduced to the Scratch programming environment and begin by reverse engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs. | **Understanding Computers**This unit covers the basic principles of computer architecture and use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code.  | **Introduction to Programming in Small Basic**This unit is an introduction to programming in a textual language designed to make programming easy and approachable for beginners. It starts by introducing Turtle graphics, leading to the use of variables and For…EndFor loops. Simple programs using the Text window are used to introduce input, output and selection. Pupils will get used to these programming statements while having fun producing coloured graphics and making a simple screensaver. | **Spreadsheet Modelling**It is a practical, skills-based unit covering the principles of creating and formatting basic spreadsheets to produce and use simple computer models. It is suitable for pupils who have a basic knowledge of spreadsheets including cell references, simple formulae and formatting, although these topics are revised in the first lesson, making it also suitable for pupils new to spreadsheets. The unit is centred on creating a financial model for a TV show. |
| **Design Technology****Carousel****(Over the course of the year students will study these units but not necessarily in this order)** | **Textiles**User needs and contextsDesign briefs and specificationsProduct analysisSetting up the sewing machine Key parts of the sewing machineFabric decorationBatikTie dye | **Textiles**Pattern cuttingTackingHand stitchingMachine stitchingProducing a bucket hat | **Food****Hygiene, Safety and practical skills**Professional knife cuts. Recall pathogenic bacteria- working with raw meat. **Nutrition and Health**Recap of macro and micro nutrients.  Energy balance (BMR & PAL)Traffic light labelling**Food Science**How heat is transferred: conduction, convection and radiation. Raising agents: mechanical, chemical and biological. Caramelisation | **Food****Food Provenance**Primary and secondary processing. Organic and conventional farmingfree range productionintensive farming.**Food Choice**Food around the worldChristmas baking**Practical Dishes:** SamosasHomemade pasta and raguChicken curryCheese and onion scones with homemade butterSushiSeasonal bake- yule log | **Google sketch up key skills**Focussed tasks to develop students’ ability to use google sketch up to produce a range of 3D rendered drawings of objects.Use of sketch up to convert 3D drawing to 2D engineering drawing.Opportunities to extend tasks to further develop independent skills.  | **Hand drawing and modelling**Orthographic drawing projection produced using the drawing boards and correct conventions. Comparison against computer drawn version.Hand model making skills using a range of materials, paper, board, modelling foam to make model of student’s choice of object previously drawn using sketch up.Comparison against computer drawn outcomes.Student draw conclusion about the place that CAD and hand drawing have in the modern world. |
| **Drama** | **Film**Students will create an original film plot, act out sections and storyboard the trailer. | **Practice devising unit**Students will be given an overview of how the GCSE Drama course works, they will then do a version of the devising unit. |  **Noughts and Crosses**Students will explore the play Noughts and Crosses which is one of the set texts for GCSE Drama (and English also explore in Y9) |
| **English** | **Prose - Sherlock Holmes: Speckled Band**Pupils will re-visit the genre of Crime fiction in this in-depth study. It will also allow them to study an important time period and examine values, beliefs and attitudes at the time. | **Writing – Creative****Short Story Unit (The Dystopia)**Pupils will study the key conventions of the dystopic genre. They will use their understanding to craft a piece of creating writing based on picture and narrative stimuli. | **Shakespeare – Merchant of Venice**In their second study of a whole Shakespearian text at KS3 pupils will reflect upon the themes they have studied (tyrannical figures), encounter another Shakespearian genre (comedy) and will start to consider the text as a whole. | **Writing – Non-Fiction Writing**Pupils will examine key non-fiction genres before writing for a specific purpose, audience and form. This unit will form a bridging unit to Views and Perspectives at GCSE. | **Poetry: Unseen and Comparative Skills - Cultures**Pupils will focus on the key skills needed for analysing ‘unseen’ poems. The poems used will be linked by the ‘Cultures’ theme. Pupils will be assessed comparing two unseen poems. | **Play Modern –Noughts and Crosses**This unit will prepare pupils for a modern play at GCSE. They will re-familiarise themselves with this form, and be given opportunities for both Reading and Speaking and Listening assessments. |
| **Geography** | **Coastal Landscapes**Factors that shape coastlinesLandforms of erosion and depositionTransportation of materialHow do geographers collect coastal data?Coastal management strategiesCase studies* Medmerry
* Holderness

Should St Lucia’s coast be saved for Fisherfolk? | **Resource Management**Introducing resource managementGlobal mapping of resourcesContrasts between HICs, NEEs and LICsFood resource managementWater resource managementEnergy resource managementHow can we manage resources sustainablyFairtrade | **Climate Change**How has climate changed over timePhysical and human causes of climate changeImpacts of climate changeEcosystem collapseClimate change refugeesEvidence for climate changeWhat can we do about climate change | **Africa**Danger of a single storyWhat are the challenges facing AfricaPhysical landscape of AfricaHow has the history of Africa changed its geographyThe climate and biomes of AfricaIs there a future for the SahelChallenges and opportunities of population change in AfricaInequality in Africa | **Ecosystems**Global climate zones Global Atmospheric Circulation ModelFood chains & food websSmall scale ecosystem fieldworkAdaptations of plants and animals. | **Ecosystems**Ecosystems of the world* Arctic
* Tundra
* Taiga
* Temperate grasslands
* Temperate forests
* Tropical rainforests
* Savannah

Hot and cold deserts |
| **History** | **WW1** What were the long-term and short-term causes of WW1? What was the significance of Franz Ferdinand?Why did fighting on the Western Front become based in trenches? Why did men sign up to fight? What happened to those that didn’t want to? Were soldiers always on the Front Line? Why is the Battle of the Somme so significant? Was the Battle of the Somme really a disaster? What roles did women have in the war? What caused the war to end in 1918? Did Britain and allies win or did Germany lose?How and why do we remember the dead? | **WW1 continued/ Suffragettes/ Inter-war period**Who had the right to vote in England in 1914? Who were the suffragists and suffragettes? What were the similarities and differences between them? To what extent did WW1 help women to get the vote? Who was Alice Wheeldon and why could she be said to be a courageous advocate? Why did Lord Curzon and Alice Wheeldon have different views about women’s suffrage?  What was communism? What were the causes and consequences of the Russian Revolution?   | **Inter-war period to include, Communism, fascism, rise of Nazis, appeasement**What happened at the Paris Peace conference in 1918? What was the Treaty of Versailles and how did it change Europe?What was Fascism and why did it grow in Europe in the 1920s and 30s?Who was Adolf Hitler and how did he develop the Nazi Party?What was the impact of the Wall Street Crash and depression on life for people in Europe? What were Hitler’s foreign policy aims?What was the policy of appeasement and to what extent was it a success? What were the causes of WW2? | **War crimes and The Holocaust\***How can we define a war crime? To what extent were the following events war crimes;* The destruction of Lidice
* The siege of Leningrad
* The blitz of Coventry
* The bombing of Dresden
* The dropping of an atomic bomb on Hiroshima?

How was Derby affected by bombing during WW2? \*please note that Holocaust lessons are taught in conjunction with the RE department.  | **Cold War - focus on the Vietnam War.** What was the Cold War? What were the causes of the Cold War? How did the development of Nuclear weapons increase tensions? Why was Berlin significant to the development of the Cold War? How did the Cold War cause the Space Race? What was détente? To what extent did relations improve?What was the Cold War in Asia? What caused America to intervene in Vietnam? How effective were the tactics used by the Viet Cong? What were the consequences of the Vietnam War?  | **Ancient medicine (Bridging unit to Year 10).**What did they believe made people ill in the ancient world? What was trephining and what does it tell us about pre-historic medicine? How did the Theory of the Channels change medicine in Ancient Egypt?What do Asclepions and Hippocrates tell us about medicine at the time of the Ancient Greeks?Why was the Theory of the 4 Humours so important? Why was the work of Galen so important and how did he change medicine.What was Roman Public Health like and what does this tell us about their medical knowledge?  |
| **Maths** | **Reasoning with Algebra**Straight line graphsForming and solving equationsTesting conjectures | **Constructing in 2 and 3 dimensions**Three dimensional shapesConstructions and congruency | **Reasoning with Number**NumbersUsing percentagesMaths and money | **Reasoning with Geometry**DeductionRotation and translationPythagoras | **Reasoning with Proportion**Enlargement and similaritySolving ratio and prop problemsRates | **Representations**ProbabilityAlgebraic representationRevision, consolidation and assessment. |
| **MFL** | **My local area – Geographical**Grammar focus: appropriate us of Ser and Estar.Recap of imperfect tense endings and construction.Conditional tense.*Students will be able to use 3 tenses and be able to talk about wishes for the future.* | **Amenities in your local area.**Grammar focus: Consolidation of tenses. Introduction of simple future tense. 90 word writing structure.*Students will be confident using 3 tenses in extended writing and understand how to respond to GCSE bullet points.* | **Las vacaciones - Holidays**Grammar focus: The preterite tense –AR/-ER and –IR verbs.Reflexive verbs.*Students have gained a great deal of transferable vocabulary and are now ready to apply this to the preterite tense.* | **Las vacaciones - Holidays**Grammar focus: combining the preterite and the imperfect tense.*Students can recognise the difference between past tenses and their appropriate use.* | **La vida Sana y el cuerpo.**Grammar focus – using the imperative tense.Using verbs like ‘doler’.*Students are able to communicate illness or injury. In important life skill when travelling!* | **Roleplay practice. Real life phrases, variety of topics and scenarios.** Consolidation of KS3.GCSE Roleplay practice. Holiday issues and complaints.*Students can confidently communicate their point in a social situation or in a speaking exam.* |
| **Music** | **Computer Game Music**Students learn to play a popular piece based on CG music and then use these ideas to create their own music.  | **Hamilton**Students develop their understanding of the rap genre and rhythmic complex and instils the importance of diction, textural build-up and cadences.. | **Band Skills 3**Students perform a popular song in ensemble, learning each aspect (chords, melody, bass line, and percussion) on a variety of instruments (keyboard, voice, ukulele, guitar, bass, and drum kit) – Students will choose their own song.  | **EDM**Students use a DAW to create a dance track, using percussion, chords, bass and melodic riffs.  | **Performance**Students will perform a piece of music in variation form, showing their understanding of how a theme has been varied.  | **Composition** Students will create their own variation on a set theme.   |
| **PE** | **Throughout Y9 students will develop a deeper knowledge and understanding of:** Basic skill development – Physical, cognitive and knowledge based curriculum; understanding of lifelong participation, health and fitness concepts; preventing injury through understanding the need to warm up before sport; anatomy and physiology introduction – biomechanics and movement, increased focus on tactical application, links to KS4 opportunities – GCSE PE – students in Y9 will begin to lead clubs and extra-curricular opportunities. |
| Weeks 1-4 Citius, Altius, FortiusWeeks 5-9 – Subject CarouselGroup 1 – HandballGroup 2 – Netball/BasketballGroup 3 - Football | Week 10-14Group 1 Netball/BasketballGroup 2 FootballGroup 3 | Week 15-19Group 1 – FootballGroup 2 – HandballGroup 3 – Netball/BasketballWeek 20-24Group 1 – BadmintonGroup 2 – FitnessGroup 3 – Hockey | Week 25 to 29Group 1 –fitnessGroup 2 – HockeyGroup 3 – Badminton | Week 30-34Group 1 – Athletics/BadmintonGroup 2 – Athletics/RugbyGroup 3 – Athletics/Rugby | Weeks 34-39Athletics/Striking and fielding |
| **PSHE** | **Drugs and Alcohol 2**Peer pressure, assertiveness, alcohol and substance misuse, and first aid | **Respectful relationships**Healthy and unhealthy relationships, child sexual exploitation, gang culture and knife crime. | **Developing me 3 UNIFROG 3**Learning strengths, career options and goal setting as part of the GCSE options process |  | **Intimate relationships**Relationships and sex education including Healthy relationships, sexual orientation and gender identity and rape culture. | **Intimate relationships 2**This continues the learning from the previous half term and covers consent, contraception, HIV and aids including prejudice, sexual harassment and stalking. |
| **RE** | **Unit 1: The Holocaust***To explore Jewish experiences and responses to the Holocaust.*What does it mean to be Jewish?Pre-war Jewish lifeNazi Persecution | **Unit 1: The Holocaust***(continued)* The value of testimonyRescuers / LiberationAntisemitism todayDoes the suffering of the Holocaust make it impossible to believe in God? | **Unit 2: Religion & Relationships***To explore ethical issues within human relationships.* What are ethics?How do we know what is right and wrong?Sex before marriage | **Unit 2: Religion & Relationships** *(cont.)*ContraceptionGender equalityIs marriage outdated?**Unit 3: Medical Ethics***To explore what faith says about current issues in medicine.* | **Unit 3: Medical Ethics***(continued)*What does it mean to value life?Sanctity of life. AbortionFertility treatmentsCloning. EuthanasiaSuicide. Animal testing.Is abortion murder? | **Unit 4: Good vs. Evil***To explore how faith responds to evil.*What is suffering? The problem of evil. Responses to suffering.War & Peace Does God cause suffering? |
| **Science** | **Cell Biology**Cell structure Cell divisionTransport in cells**Atomic Structure and the periodic table** A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopesThe periodic table  | **Energy**Energy changes in a system, and the ways energy is stored before and after such changesConservation and dissipation of energy**Organisation** Principles of organisationPlant tissues and organ systems  | **Bonding, structure and the properties of matter**Chemical bonds, ionic, covalent and metallic Structure and bonding of carbon**Electricity** Current, potential difference and resistance Series and parallel circuits Domestic uses and safetyEnergy transfers | **Infection and response** Communicable diseases **Quantitative chemistry** Chemical measurements, conservation of mass and the quantitative interpretation of chemical equationsUse of amount of substance in relation to masses of pure substances.  | **Chemical changes**Reactivity of metals Reactions of acidsElectrolysis **Particle model of matter**Changes of state and the particle model Internal energy and energy transfersParticle model and pressure  | **Energy changes** Exothermic and endothermic reactions **Revision** End of year assessment  |