

# Year 9

## Curriculum Maps

Hartford Church of England High School



# Year 9 Long Term Plan English



**Year 9 Intent / End Point:** Year 9 students are competent in speaking and listening and can write coherently for a range of different purposes, texts and genres. They can create and articulate conceptual points from critical thinking and discussion in class and can discuss and analyse texts from a range of genres. Finally, they have a competent confidence in the use of ambitious vocabulary.

Principles that underpin your curriculum						
Unit title	HT1	HT2	HT3	HT4	HT5	HT6
<b>Reading</b>	<b>Pigeon English</b>	<b>Political Speech Writing</b>	<b>Great Expectations</b>	<b>Female Literature</b>	<b>The Tempest</b>	<b>Poetry from Other Cultures</b>
	Character analysis Language analysis Context Genre analysis Information retrieval Narrative voice	Evidence retrieval Identifying and analysing linguistic techniques Identifying and analysing structural techniques Narrative voice Genre analysis	Character analysis Language analysis Theme analysis Structural analysis Context Genre analysis Information retrieval Narrative voice	Evidence retrieval Language analysis Theme analysis Structural analysis Context Genre analysis Narrative voice	Evidence retrieval Shakespearean context Analysis of language Analysis of structure Analysis of character Exploring writer's intentions Developing perceptive inferences	Analysis of poetic techniques Structural analysis Comparative analysis skills
<b>Writing</b>	Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary	Using linguistic devices Using ambitious vocabulary Using structural devices Refining drafting skills	Writing about language and structure (concepts) Using ambitious vocabulary Articulating critical thinking through analytical writing	Writing about language and structure (concepts) Using ambitious vocabulary Articulating critical thinking through academic analytical writing	Writing about language and structure (concepts) Using ambitious vocabulary Articulating critical thinking through academic analytical writing	Structuring a comparison Writing about language and structure Using ambitious vocabulary
<b>Speaking and Listening</b>	Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary Use of standard English	Discussing different viewpoints Use of Standard English	Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary Use of standard English	Discussing different viewpoints Use of Standard English	Reading for performance Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary	Discussing different viewpoints Use of Standard English
<b>Middle Stake Testing</b>	S/TN 1 – How does Kelman present Harrison's life in London?  S/TN 2 – How does Kelman present violence in Pigeon English?	S/TN 1 – Engaging opening  S/TN 2 – Engaging exploratory paragraphs	S/TN 1 – How does Dickens present Miss Havisham?  S/TN 2 – How does Dickens present the theme of social inequality?	S/TN 1 – Article writing  S/TN 2 – Article: Why are female voices so important?	S/TN 1 – How does Shakespeare present Prospero?  S/TN 2 – How does Shakespeare present power in The Tempest?	S/TN 1 – end of year assessment  S/TN 2 – Poetry comparison
<b>High Stake Testing</b>		Reading: Explore how Kelman presents power in Pigeon English? Writing: Discursive writing				Reading: How does Shakespeare present Caliban? Writing: Write a speech
<b>Skills development</b>	Students are introduced to a rich and diverse range of writers from a breadth of genres. They are confident in using ambitious vocabulary through both oracy and written work and understand how writers craft both structure and language to create meaning. Students can make connections across texts and this underpins their understanding of texts and themes and alongside excellent classroom teaching, thus enabling them to engage critically and form perceptive opinions.					



## Long Term Plan Year 9 Maths

**Year 9 Intent / End Point:** Year 9 students can solve familiar and unfamiliar problems in a range of numerical, algebraic and graphical contexts. Students can make deductions, draw conclusions and construct chains of reasoning, including arguments and basic formal proofs. They can make and use connections between different parts of mathematics and evaluate methods, results and arguments. They will use step-by-step deduction and efficient techniques for solving a problem, including breaking down complex problems into simpler steps or a series of tasks, and working systematically. Statistics is based on purposeful enquiry and makes appropriate links to other subjects.

Unit Title	HT1	HT2	HT3	HT4	HT5	HT6
<b>Fluency</b>	Squares, cubes, other powers and roots Decimals and Fractions (mixed) including 4 rules Percentages - including growth, interest, decay and reverse Use of a multiplier Product and prime factors HCF/LCM and Venn Diagrams Rounding, error intervals and estimation Use of a scientific calculator Standard form and Indices		Substitute into Formulae Expand, simplify and factorise including quadratics Solve equations Rearrange formulae Represent and Solve Inequalities Straight line graphs using $y=mx+c$	Describe and perform Transformations Properties of shapes and simple angle facts Perimeter and area of 2D shapes 3D forms Mensuration Angles in parallel lines and other angle facts Interior and exterior angles Pythagoras and Trigonometry	Best value Exchange rates Simplify Ratio and divide in a quantity Proportion - unitary method Pie charts - construct and Interpret	Drawing and interpreting tables and charts Probability using F/D/P Two way tables - draw and complete Frequency trees Averages including from a table and estimating
<b>Application</b>	HCF/LCM in context Standard Form in real life context including very big and very small numbers Percentage profit/loss Compound Interest		Use formulae such as SUVAT equations Quadratics in the context of area Apply $y=mx+c$	Angles and Bearings in context Scale diagrams and maps Pythagoras and Trigonometry in context	Ratio and proportion in context e.g. recipes Apply exchange rates and best buys	Real life Data Comparing data and making inferences Probability in context
<b>Middle Stake Testing</b>	6 question grids End of Unit Tests Try Now's	6 question grids End of Unit Tests Try Now's	6 question grids End of Unit Tests Try Now's	6 question grids End of Unit Tests Try Now's	6 question grids End of Unit Tests Try Now's	6 question grids End of Unit Tests Try Now's
<b>High Stake Testing</b>			<b>Assessment 1</b>			<b>Assessment 2</b>
<b>Skills Development</b>	Year 9 students continue to build upon all the skills learnt in Year 7 and 8. They also develop their geometrical reasoning and construction skills, and an appreciation of logical deduction. They develop their algebraic reasoning by being provided with regular opportunities to practice and make links to arithmetic. Making links across all areas of mathematics is a key skill in Year 9 and provides students with the resources and resilience necessary to be successful at Key Stage 4.					

## Long Term Plan (Year 9 Biology)

**Year 9 Intent / End Point:** Pupils will continue to study part of each of the “Big Ideas in Biology” (as outlined on the Learning Journey). Beginning with a study of the microscopic world they will go onto study biological molecules, their interaction with cells and their role in helping to maintain biological processes. This completes the coverage of the National Curriculum and overlaps with the Biology GCSE. Pupils will learn how to tackle 6 mark questions on a GCSE paper.

<b><u>Phase 1 - HT1/HT2/HT3</u></b>		<b><u>Phase 2 - HT4/HT5/HT6</u></b>	
<b><u>SB1 - Key Concepts in Biology</u></b>		<b><u>SB2 - Cells and control</u></b>	
<b>Unit title</b>	This unit introduces some of the central ideas in Biology, including ideas about cells, microscopy, enzymes, nutrition, diffusion, osmosis and active transport		
<b>Subject Knowledge</b>	This unit introduces how plants and animals develop from single cells the size of full stops to become complex organisms made of many different types of cells, which all need to be controlled and coordinated.		
<b>Working Scientifically</b>	Core Practical - Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations. Core Practical - Investigate the factors that affect enzyme activity Core Practical - Investigate osmosis in potatoes		
<b>Literacy and Numeracy</b>	Microscopy - know how to prepare root squash slides and observe under microscope Testing reflexes - Ruler drop Analysing data on neurone speeds		
	Use ratios, fractions and percentages. Understand the term median. Translate information between graphical and numeric form. Construct and interpret frequency tables and diagrams, bar charts and histograms. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Understand that $y = mx + c$ represents a linear relationship. Translate information between graphical and numeric form.		
<b>Middle Stake Testing</b>	6 Mark Q - Preparing a microscope slide	6 Mark Q - Enzymes core practical	6 Mark Q - Osmosis End of Unit Test SB1
<b>High Stake Testing</b>	Assessment 1		
		6 Mark Q - Brain injury diagnosis and treatment	6 Mark Q - Stem Cells
			End of Unit Test SB2
<b>Skills development</b>	End of Year Assessment		
	Students will develop a range of scientific vocabulary linked to the topics studied. They will continue to develop their practical skills, confidently identifying variables, analysing data and using mathematical skills such as probability. Exam questions will be used in all lessons to build confidence in exam technique.		

# Yr 9 Long Term Plan (Chemistry)



**Year 9 Intent / End Point:** Students will study part of each of the “Big Ideas” in Chemistry (as outlined on the Learning Journey). Beginning with a study of the properties of different substances and how this knowledge is used to devise separating techniques. They then learn about how the model of the atom has changed in the light of new evidence and how the elements were first arranged into a Periodic Table. They will be able to compare older versions of the Periodic Table to the modern version. This completes the coverage of the National Curriculum and overlaps with the Chemistry GCSE. Pupils will learn how to tackle 6 mark questions on a GCSE paper.

Unit title		Phase 1- HT1		Phase 2- HT4		
<b>Subject Knowledge</b>	<b>SC1/SC2 States of Matter/Methods of Separating Substances.</b>	<ul style="list-style-type: none"> <li>Describe the arrangement, movement and the relative energy of particles in each of the three states of matter: solid, liquid and gas</li> <li>Explain the changes in arrangement, movement and energy of particles during interconversions.</li> <li>Explain the differences between the use of ‘pure’ in chemistry compared with its everyday use and the differences in chemistry between a pure substance and a mixture</li> <li>Explain the experimental techniques for separation of mixtures by: (c) filtration; and (d) crystallisation.</li> <li>Explain how substances can be separated by chromatography.</li> <li>Describe how to carry out, and explain what happens in, simple distillation.</li> <li>Identify when fractional distillation should be used to separate a mixture.</li> <li>Describe how a) waste and ground water can be made potable, including the need for sedimentation, filtration and chlorination. b) seawater can be made potable by using distillation. c) water used in analysis must not contain any dissolved salts.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the Dalton model of an atom has changed because of the discovery of subatomic particles.</li> <li>Describe the structure of an atom as a nucleus containing protons and neutrons, surrounded by electrons in shells.</li> <li>Calculate the numbers of protons, neutrons and electrons in atoms given the atomic number and mass number.</li> <li>Describe isotopes as different atoms of the same element containing the same number of protons but different numbers of neutrons in their nuclei.</li> <li>Calculate the relative atomic mass of an element from the relative masses and abundances of its isotopes.</li> <li>Describe how Mendeleev arranged the elements, known at that time, in a periodic table by using properties of these elements and their compounds.</li> <li>Describe how Mendeleev used his table to predict the existence and properties of some elements not then discovered.</li> </ul>			
	<b>Working Scientifically</b>	Evaluate the risks in a practical procedure and suggest suitable precautions for a range of practicals.	Core Practical - Separating inks by distillation and chromatography.			
<b>Literacy and Numeracy</b>	Students learn how to write a scientific method. Divide written information into: sections, groups, bullet points. Develop logical sequences of points in writing.	Num - to identify substances by calculation and the use of Rf values Substitute numerical values into algebraic equations	Translate information between graphical and numeric forms. Plot two variables using experimental or other data.	Use ratios, fractions and percentages. Use an appropriate number of significant figures	Calculate arithmetic means.	
	<b>Middle Stake Testing</b>	6 Mark Q - SC1 - CORE Practical End of Unit Test SC1/SC2	6 Mark Q - Structure Strip	6 Mark Q - Structure Strip	6 Mark Q - Structure Strip End of Unit Test SC3/SC4	6 Mark Q - Structure Strip
<b>High Stake Testing</b>			Assessment 1			End of Year Assessment
<b>Skills development</b>	Students will further develop their ability to conduct full investigations, identifying variables, and suggesting improvements to experimental methods. They will perform calculations from the data gathered in investigations and learn how to draw valid conclusions.					

# Yr9 Long Term Plan (Physics)



**Year 9 Intent / End Point:** Students will study part of each of the “Big Ideas” in Physics (as outlined on the Learning Journey). Beginning with a study of how an object’s motion may be tracked and analysed. Students will then learn to explain how external factors may affect the motion of an object. The idea of different stores of energy and the conservation of energy will be studied allowing students to evaluate our use of energy & the different energy resources we use to generate electricity. This completes the coverage of the national Curriculum and overlaps with the Physics GCSE. Students will also learn how to tackle 6 mark questions on GCSE papers.

		<u>Phase 1</u>		<u>Phase 2</u>		<u>Phase 3</u>	
		<u>HT1/HT2/HT3</u>		<u>HT1/HT2/HT3</u>		<u>HT4/HT5/HT6</u>	
		<u>SP1 Motion</u>		<u>SP2 Motion &amp; Forces</u>		<u>SP3 Conservation of Energy</u>	
<b>Unit title</b>							
<b>Subject Knowledge</b>	This unit introduces quantities that have directions (such as forces). Students will find out how to calculate speeds and accelerations, and how to represent changes in distance moved and speeds on graphs.	This unit introduces Isaac Newton’s Laws of Motion and how these can help the government to work out what the speed limits should be on different roads.		This unit introduces ways in which energy can be transferred and stored, how to reduce energy transfers, and the renewable and non-renewable resources we use in everyday life.			
<b>Working Scientifically</b>	Investigating the relationship between speed, distance & time using ticker tape trolley.	CORE Practical - Investigating the relationship between force, mass & acceleration by varying the masses added to trolleys		Investigating the effects of the thickness and thermal conductivity of the different types of insulation on the rate of cooling.			
<b>Literacy and Numeracy</b>	Understand and use the symbols: =, <, <<, >>, >, <, ~. Change the subject of an equation. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Solve simple algebraic equations. Translate information between graphical and numeric form. Plot two variables from experimental or other data. Determine the slope and intercept of a linear graph. Calculate areas of triangles and rectangles, surface areas and volumes of cubes.	Use a scatter diagram to identify a correlation between two variables. Change the subject of an equation. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Plot two variables from experimental or other data. Determine the slope (and intercept) of a linear graph. Recall and apply Newton’s Third Law to equilibrium situations. H (Apply Newton’s Third Law) to collision interactions.		Recognise and use expressions in decimal form. Use ratios, fractions and percentages. Make estimates of the results of simple calculations. Use an appropriate number of significant figures. Understand and use the symbols: =, <, <<, >>, >, <, ~. Change the subject of an equation. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Solve simple algebraic equations. Construct and interpret frequency tables and diagrams, bar charts and histograms. Translate information between graphical and numeric form.			
<b>Middle Stake Testing</b>	6 Mark Q - Structure Strip Describe Motion in a D/T graph EOU Test SP1 / CP2	6 Mark Q - Structure Strip - Acceleration due to Gravity	6 Mark Q - SP2 - CORE Practical EOU Test SP1 / CP2	6 Mark Q - Structure Strip - Balanced / Unbalanced Forces	6 Mark Q - Structure Strip - Energy Transfers in a Pendulum EOU Test SP3	6 Mark Q - Structure Strip - Energy Transfers in a Swing	
<b>High Stake Testing</b>			Assessment 1			End of Year Assessment	
<b>Skills development</b>	Students develop the skills needed to plan and carry out investigations that allow them to discover how acceleration, mass & force are related. They will take accurate and precise measurements, analyse the data and identify anomalous results. They will also be able to calculate the efficiency of a device and evaluate the different types of energy resources we can use to generate electricity..						

# Long Term Plan Year 9 History

**Year 9 Intent / End Point:** The Year 9 curriculum builds on previous work and delivers the content in a chronological order. Key ideas are promoted, such as democracy, tolerance and respect and liberty. Students will be encouraged to interrogate key historical debates and continue to develop key skills needed to create a springboard into GCSE History. For example, causation, continuity and change, consequence and significance.

	HT1	HT2	HT3	HT4	HT5	HT6
<b>Unit Title</b>	How did Hitler become leader of Germany and set up a dictatorship and what was life like under the Nazis?	How did WWII start?	How did WWII end?	The Holocaust: How should it be remembered?	How and with what consequences did the USA become a world power during the 20 <sup>th</sup> century?	What challenges are there to the USA's position in the world?
<b>Key Questions</b>	Q1: Why was Germany upset with the ToV? Q2: Who were the Nazis? Q3: Why did the Nazis become popular in Germany? Q4: Why was the Reichstag Fire Important? Q5: How did the Nazis consolidate their power? E.g. Impact of the Enabling Act, Banning of Trade Unions etc. Q6: What was the Night of the Long Knives? Q7: How did the Nazis use propaganda to gain support? Q8: What was life like for ordinary Germans under the Nazis? E.g Women, Children etc	Q1: What were the Nazis Foreign Policy Aims? Q2: What were the steps to war? Q3: Why was appeasement a disaster? Q4: Why was Blitzkrieg so effective? Q5: Was Dunkirk a miracle or a disaster? Q6: Why did Britain win the Battle of Britain? Q7: What was life like on the Home Front?	Q1. Why was D-Day important? Q3. Why did the Germans surrender at Stalingrad? Q4. Why did the Germans fight until the bitter end? Q5: Why was the Atomic Bomb dropped on Japan?	Q1: What is anti-Semitism? Q2: What were Nazi views on race? Q3: How did the Nazis discriminate against the Jews from 1933-1939? Q4: What was Kristallnacht? Q5: How did life change for Jews during the WWII? Q6: Structuralists Vs. Intentionalists: Where do you stand? Q7: How should the Holocaust be remembered?	Q1. What is a Cold War? Q2. Who were the Superpowers after WWII and what did they believe and want? Q3. What was the Berlin Airlift? Q4. Why was the Berlin Wall built? Q5. What was the Cuban Missile Crisis?	Q1. Who assassinated JFK? Q2. Why did the USA fail in Vietnam? Q3. What helped to end the Cold War? Q4. What is terrorism? Q5. How has terrorism developed at the end of 20 <sup>th</sup> century? Q6. Why did 9/11 happen?
<b>Skills</b>	<ul style="list-style-type: none"> <li>Describing events</li> <li>Source analysis</li> <li>Explaining significance</li> <li>Similarity and Difference</li> <li>Continuity and Change</li> <li>Supporting Judgements</li> <li>Evaluation (Balanced responses)</li> </ul>	<ul style="list-style-type: none"> <li>Describing events</li> <li>Source analysis</li> <li>Explaining significance</li> <li>Supporting Judgements</li> </ul>	<ul style="list-style-type: none"> <li>Describing events</li> <li>Source analysis</li> <li>Explaining significance</li> <li>Supporting Judgements</li> <li>Evaluation (Balanced responses)</li> </ul>	<ul style="list-style-type: none"> <li>Describing events</li> <li>Source analysis</li> <li>Explaining significance</li> <li>Supporting Judgements</li> <li>Evaluation (Balanced responses)</li> </ul>	<ul style="list-style-type: none"> <li>Describing events</li> <li>Source analysis</li> <li>Explaining significance</li> <li>Supporting Judgements</li> <li>Evaluation (Balanced responses)</li> </ul>	<ul style="list-style-type: none"> <li>Describing events</li> <li>Source analysis</li> <li>Explaining significance</li> <li>Similarity and Difference</li> <li>Continuity and Change</li> <li>Supporting Judgements</li> <li>Evaluation</li> </ul>
<b>Middle Stake Testing</b>	1-Explain the importance of the Enabling Act  2-Why did Hitler decide to eliminate the leaders of the SA?	1. Was Appeasement the main reason why WWII started?  2- Was Dunkirk a miracle or a disaster?	1. Why did the USA drop the atomic bomb on Japan?  2. Why was D-Day important?	1-Did Hitler always plan on committing genocide against the Jews?  2-How should the Holocaust be commemorated?	1 – How did a Cold War develop between the USA and the USSR?  2 – How close did the world come to WWII because of the Cuban Missile Crisis?	
<b>High Stake Testing</b>	<b>Assessment 1 – Problems with the Weimar Republic and Nazis Germany (HT3)</b>					
<b>Skills development</b>	Students will build on their knowledge from previous years, the focus for Year 9 will be predominately modern/twentieth century world history. Students will continue to develop their skills of analysis and evaluation. Moreover, they will develop their skills of empathy, particularly through their study of the Holocaust. In addition, the key skills of supporting key judgements will be explicit, helping students taking GCSE History in Year 10 to have a clear springboard, helping them to achieve their potential.					
	<b>Assessment 2 – Nazi Germany and the Holocaust (HT6)</b>					

# Long Term Plan Geography Year 9

Year 9 Intent / End Point: For some students this will be the end of their geographical education and so we ensure both **physical and human geography** remains part of the balanced curriculum all the way through Year 9 whilst also continuing to build upon **sustainability, development and human interactions with the physical landscape.**

	HT1	HT2	HT3	HT4	HT5	HT6	
<u>Living on the Edge</u>							
<b>Polar regions</b>	<b>Climate Change</b>	<b>Glacial landscapes</b>	<b>Factfulness</b> A view of development	<b>The make up of a modern city</b>	<b>Can we live sustainably?</b>		
Physical and Human	<p><b>P 1:</b> What are the Polar regions</p> <p><b>PH 2</b> Who owns Antarctica</p> <p><b>PH 3</b> What are the threats to Antarctica</p> <p><b>PH 4:</b> How significant are the changes in the Arctic</p> <p><b>PH 5:</b> What's happening in the Russian Arctic</p> <p><b>PH6:</b> What does the future hold for the peoples of the Arctic</p>	<p><b>P 1:</b> What is the evidence for climate change?</p> <p><b>P 2:</b> What are the natural causes of climate change?</p> <p><b>P and H 3:</b> What are the human causes of climate change?</p> <p><b>P and H 4:</b> How can the effects of climate change be managed-Mitigation</p> <p><b>P and H 5:</b> How can climate change be managed-Adaptations</p>	<p><b>P 1:</b> What was Europe like in the last ice age?</p> <p><b>P2:</b> What and where are glaciers</p> <p><b>P3:</b> How do glaciers shape the land?</p> <p><b>P4:</b> What glacial landforms are created by erosion</p> <p><b>P5:</b> What glacial landforms are created by deposition</p> <p><b>PH6:</b> Case study: living in a glacial landscape</p>	<p><b>H1:</b> How do we see the world</p> <p><b>H2:</b> How do we divide the world</p> <p><b>H3:</b> What are the millennium development goals</p> <p><b>H4:</b> Small change is not no change</p> <p><b>H5:</b> Whats wrong with the single story</p> <p><b>H6:</b> Is it all doom and gloom</p>	<p><b>H and P 1:</b> How are cities growing?</p> <p><b>H 2:</b> Why are cities growing?</p> <p><b>H and P 3:</b> Why is Rio growing?</p> <p><b>H 4:</b> social issues in Rio?</p> <p><b>H and P 5:</b> economic issues in Rio?</p> <p><b>H 6:</b> environmental issues in Rio?</p> <p><b>H 7:</b> How are squatter settlements managed?</p> <p><b>H 8:</b> How have favelas improved?</p>	<p><b>H 1:</b> How do you plan for sustainable living?</p> <p><b>H and P 2:</b> What does sustainable living look like?</p> <p><b>H 3:</b> How sustainable is Northwich?</p> <p><b>H 4:</b> How can urban traffic strategies reduce traffic congestion?</p>	
<b>SKILLS</b>	Interpreting data on graphs Interpreting images Describe, explain, evaluate	Use diagrams to illustrate processes Atlases, latitude and longitude Describe, explain, evaluate	Maps, diagrams, explaining, photographs, annotations Describe, explain, evaluate	Book extracts, graphs, images, prediction Describe, explain, evaluate	Maps at different scales, images, line graphs, choropleth maps	Maps at different scales, images, Describe, explain, evaluate	
<b>Middle Stake Testing</b>	<p><b>1: Explain Why Tourism can bring both advantages and disadvantages to the continent of Antarctica</b></p> <p><b>2: 'Change is inevitable in the Arctic': How far do you agree with this statement</b></p>	<p><b>1: Explain how volcanic activity and orbital changes may cause long-term climate change</b></p> <p><b>2: Explain how alternative energy production and planting trees may help to reduce the rate of climate change</b></p>	<p><b>1: Explain how glaciers can shape the land</b></p> <p><b>2: Explain the opportunities and challenges of living in a glacial landscape</b></p>	<p><b>1: To what extent have we met the MDG's</b></p> <p><b>2: Explain what is meant by small change is not no change. Use evidence to illustrate your point of view</b></p>	<p><b>1: Explain why cities around the world are not all growing at the same rate</b></p> <p><b>: Evaluate the solutions to Rio's environmental problems</b></p>	<p><b>1: Explain how urban areas can reduce their impact on the environment</b></p> <p><b>2: Assess the extent to which Freiburg is more sustainable than Northwich</b></p>	
<b>High Stake Testing</b>	<b>Assessment 1 – Polar regions and climate change (HT3)</b>						
<b>Skills development</b>	Students will be given multiple opportunities to build on skills accessing a range of data and graphs throughout the year. They will build on their skills around Atlases and using longitude and latitude. Maps at a variety of scales will be further used to broaden students' sense of place.						
	<b>Assessment 2– Polar regions, climate change, glacial landscapes development, Rio (HT6)</b>						

Principles that underpin your curriculum



# Year 9 – Religious Studies

**Year 9 Intent / End Point: RELIGION IN PRACTICE** Students will be challenged with questions about contemporary philosophical and ethical situations. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of British culture. They will develop analytical and critical thinking skills and the ability to work with abstract ideas. All these skills will help prepare them for further study. The year begins with the question of God's existence. We then move to investigate the impact religion can have on relationships and life matters.

Unit title	Existence of God	Relationships	Peace and Conflict	Crime and Punishment
	<b>UNIT 1 Half term 1</b>	<b>UNIT 2 Half term 2-3</b>	<b>UNIT 3-</b>	<b>Unit 4- HT 5/6</b>
<b>Unit title</b>	<b>Existence of God</b>	<b>Relationships</b>	<b>Peace and Conflict</b>	<b>Crime and Punishment</b>
<b>Learning About Religion (Knowledge)</b>	<ul style="list-style-type: none"> <li>Design Argument</li> <li>First Cause</li> <li>Miracles</li> <li>Science</li> <li>Revelation</li> <li>Special Revelation And Value</li> <li>Ideas Of The Divine</li> </ul>	<ul style="list-style-type: none"> <li>Types Of Love</li> <li>Families</li> <li>Human Sexuality</li> <li>Contraception</li> <li>Why People Marry?</li> <li>Marriage</li> <li>Till Death Us Do Part?</li> <li>Breakdown</li> <li>Gender Equality</li> <li>Roles In Family</li> <li>How Many Children</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for War</li> <li>Different types of War</li> <li>Terrorism</li> <li>Christian Attitudes to War</li> <li>Pacifism</li> <li>Victims of War</li> </ul>	<ol style="list-style-type: none"> <li>Introduction</li> <li>Reasons for crime</li> <li>Attitudes to lawbreakers</li> <li>Aims of punishment</li> <li>Treatment Of Criminals</li> <li>Death Penalty</li> <li>Forgiveness</li> </ol>
<b>Religion (Reflection) Learning From</b>	<ul style="list-style-type: none"> <li>If God designed the world, why is it not perfect?</li> <li>If everything has a cause, who caused God?</li> <li>Can miracles be explained using science?</li> <li>Are revelations just the imagination?</li> </ul>	<ul style="list-style-type: none"> <li>How important is love in life?</li> <li>Is Christianity actually against homosexuality?</li> <li>Is Contraception stopping gods plan for life?</li> <li>Marriage is outdated, cohabitation is a modern alternative?</li> <li>Is divorce a failure in a commitment?</li> <li>How have the roles in the family changed in 21<sup>st</sup> century?</li> </ul>	<ul style="list-style-type: none"> <li>Is war ever acceptable?</li> <li>Are there types of war that are worse than others?</li> <li>What do terrorists aim to achieve?</li> <li>Can you achieve justice and security and be pacifist?</li> </ul>	<ul style="list-style-type: none"> <li>How should we punish?</li> <li>Should the UK have the death penalty?</li> <li>Is forgiveness always possible?</li> </ul>
<b>Middle Stake Testing</b>	<ul style="list-style-type: none"> <li>State 2 bible quotes and explain how these help Christians understand the nature of God?</li> <li>The philosophical argument of FISRT CAUSE PROVES the existence of God</li> </ul>	<ul style="list-style-type: none"> <li>Cohabitation is better than marriage</li> <li>Explain 2 conflicting Christian beliefs concerning divorce</li> <li>Christians should provide a religious upbringing for their children</li> </ul>	<ul style="list-style-type: none"> <li>War is Never right (12)</li> <li>All Christians should be pacifist (12)</li> </ul>	<ul style="list-style-type: none"> <li>The death penalty should never be used (12)</li> <li>All criminals should be forgiven if they are sorry for their actions (12)</li> <li>Explain how the aims of punishment are achieved through the prison system (5)</li> </ul>
<b>High Stake Testin</b>	<b>Assessment 1</b>			
<b>Skills development</b>	Students will apply knowledge and understanding of previous learning and apply knowledge and understanding of key sources of wisdom to contemporary philosophical and ethical situations. This will enable pupils to explore different belief systems and reflect upon fundamental ethical and philosophical questions. Pupils will be able to engage and respond to these questions intellectually from their previous learning and personally. The prime focus is to support the students' spiritual and moral development whilst relating their learning to the wider world to enhance their personal, social and cultural development.			
<b>Principles that underpin curriculum</b>				

## Year 9 French Long Term Plan

**Year 9 Intent / End Point:** The Year 9 French curriculum is designed to revisit and recycle prior knowledge of vocabulary, grammar and phonics from Y7 and Y8 (narrate & describe) to allow students to engage with both familiar non-familiar topic areas in greater conceptual depth and with increased linguistic complexity. Students learn to compare and evaluate advantages and disadvantages and manipulate a variety of tenses (present, preterite, imperfect, near future, simple future and conditional) and gender agreement

**Linguistic Competence/ Cultural Appreciation:** Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks

	HT1	HT2	HT3	HT4	HT5	HT6
<b>Unit title</b>	<b>Les Gens</b>	<b>La Technologie et Mes Choix</b>	<b>Les Fêtes et Les Traditions</b>	<b>La Vie Saine</b>	<b>Le Tourisme Virtuel</b>	<b>Les Sorties</b>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>Personal details and description [1, 2, 3] (a, j)</li> <li>Passions [4] (a, j)</li> <li>Family and relationships [1, 2, 3, 4, 5] (a, c, B, j)</li> <li>Role models [4, 5, 6, 7] (a,)</li> <li>Social media and the Internet [1, 4, 5, 6, 7] (a, d)</li> <li>School subjects and aptitude [1, 4, 5] (b, d, e, h, j)</li> <li>Jobs and future plans [1, 2, 4, 8, 9] (a, c, f, j, i)</li> </ol>	<ol style="list-style-type: none"> <li>Festivals [1, 2, 6] (a, b, d, k)</li> <li>Traditions [1, 2, 5, 6] (b, k)</li> <li>Celebrations [1, 6, 7] (e, i)</li> <li>Recipes [1, 2, 3, 4] (b, c, k)</li> <li>Meatimes &amp; Daily Routine [1, 2, 6] (b, g, h, k)</li> <li>Diets [1, 2, 5, 8, 9, 10] (b, e, f, j, k)</li> <li>Healthy and unhealthy habits [1, 2, 8, 9, 10] (b, e, f, j, k)</li> <li>Giving advice [1, 3, 4, 5, 10] (c, f, j)</li> <li>Easter in France [1, 7, 8, 9]</li> </ol>	<ol style="list-style-type: none"> <li>Definite / indefinite articles/Quantities</li> <li>Present tense of ÊTRE and AVOIR</li> <li>Present and Conditional of DEVOIR (je, tu, il/elle/on)</li> <li>Impersonal verb il faut + infinitive</li> <li>Comparatives (advantages / disadvantages)</li> <li>Present tense (including reflexives)</li> <li>Use of on to mean 'people' (e.g. on se déguise)</li> <li>Perfect tense</li> <li>Imperfect tense (c'était, il y avait)</li> <li>Near future and conditional (je voudrais + infinn)</li> </ol>	<ol style="list-style-type: none"> <li>Places in Town [1, 2, 3, 7] (f, i, j)</li> <li>Directions [1, 2, 3, 4, 6, 7, 8, 13] (a, b, e, g, h, i, j, k)</li> <li>Asking for information [1, 2, 3, 4, 6, 13] (g, h, i, j)</li> <li>Shopping [1, 2, 3, 5, 6, 8, 13] (a, g, i, k)</li> <li>Booking a table / room [1, 2, 3, 13] (g, h, i, j)</li> <li>Ordering food [1, 2, 3, 5, 6, 7, 8, 13] (a, g, h, i, j, k)</li> <li>Problems &amp; Feelings &amp; Complaints [1, 6, 7] (a, k)</li> <li>Weather [6, 9, 12] (a, k, j)</li> <li>Past and Future outings [1, 8, 9, 10, 11, 12] (a, c, d, k)</li> </ol>		
<b>Grammar</b>	<ol style="list-style-type: none"> <li>Adjectival agreement</li> <li>Present tense of ÊTRE and AVOIR</li> <li>Comparatives (advantages / disadvantages)</li> <li>Present tense (including reflexives)</li> <li>Structures + infinitive verbs</li> <li>Perfect tense</li> <li>Imperfect tense (c'était, il y avait)</li> <li>Near future</li> <li>Conditional using je voudrais + infinitive</li> </ol>	<ol style="list-style-type: none"> <li>1. Definite / indefinite articles/Quantities</li> <li>2. Present tense of ÊTRE and AVOIR</li> <li>3. Present and Conditional of DEVOIR (je, tu, il/elle/on)</li> <li>4. Impersonal verb il faut + infinitive</li> <li>5. Comparatives (advantages / disadvantages)</li> <li>6. Present tense (including reflexives)</li> <li>7. Use of on to mean 'people' (e.g. on se déguise)</li> <li>8. Perfect tense</li> <li>9. Imperfect tense (c'était, il y avait)</li> <li>10. Near future and conditional (je voudrais + infinn)</li> </ol>	<ol style="list-style-type: none"> <li>1. Definite / indefinite articles</li> <li>2. Question words</li> <li>3. On peut + infinitive</li> <li>4. Imperative</li> <li>5. Partitive</li> <li>6. Present tense of ÊTRE, AVOIR, FAIRE</li> <li>7. Present tense</li> <li>8. VOULOIR (je, tu, il/elle/on)</li> <li>9. Quand + impersonal weather (il fait / il y a)</li> <li>10. Perfect tense</li> <li>11. Imperfect tense (c'était, il y avait)</li> <li>12. Future tenses and conditional (je voudrais + infinn)</li> <li>13. Tu/vous</li> </ol>			
<b>Phonics</b>	<p>a. ai                    b. ç</p> <p>e. en                    f. er</p> <p>i. ou                    j. ui</p>	<p>c. è                    d. é</p> <p>g. ille                    h. oi</p>	<p>a. â                    b. ai</p> <p>e. é                    f. er</p> <p>i. on                    j. ou</p>	<p>c. au                    d. ê</p> <p>g. ng                    h. oi</p> <p>k. ui</p>		
<b>Middle Stake Testing</b>	<ol style="list-style-type: none"> <li>Production Skills (WT/SP/K&amp;G)</li> <li>Vocabulary/Grammar</li> </ol>	<ol style="list-style-type: none"> <li>Vocabulary/Grammar</li> <li>Production Skills (WT/SP/K&amp;G)</li> </ol>	<p><b>High Stakes Assessment</b></p> <p>1</p>	<ol style="list-style-type: none"> <li>Production Skills (WT/SP/K&amp;G)</li> <li>Vocabulary/Grammar</li> </ol>	<p><b>High Stakes Assessment</b></p> <p>2</p>	
<b>High Stake Testing</b>			<p><b>High Stakes Assessment</b></p> <p>1</p>		<p><b>High Stakes Assessment</b></p> <p>2</p>	
<b>Skills development</b>	<p>Students start to speak with increasing confidence, communicating their views and participating in conversations. They can listen to a variety of forms of spoken language and read a greater range of sources, authentic or adapted. When writing, students use a wider range of vocabulary and include three tenses with increasing confidence and accurately. The curriculum also builds upon students' prior knowledge of French phonics and revisits the most common French sounds.</p>					
Principles that underpin the curriculum						

# Year 9 Spanish Long Term Plan



**Year 9 Intent / End Point:** The Year 9 Spanish curriculum is designed to **revisit and recycle prior knowledge of vocabulary, grammar and phonics** from Y7 and Y8 (narrate & describe) to allow students to engage with both familiar non-familiar topic areas in **greater conceptual depth and with increased linguistic complexity**. Students learn to **compare and evaluate advantages and disadvantages** and **manipulate a variety of tenses** (present, preterite, imperfect, near future, simple future and conditional) and **gender agreement**.

**Linguistic Competence/Cultural Appreciation:** Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks

Unit title	HT1	HT2	HT3	HT4	HT5	HT6
<b>Vocabulary</b>	<b>La Gente</b>	<b>Tecnología y Mis Opciones</b>	<b>La Vida Sana</b>	<b>Los Festivales y Las Tradiciones</b>	<b>El Turismo Virtual</b>	<b>Las Excursiones</b>
	<ol style="list-style-type: none"> <li>1. Personal details and description [1, 2, 3] (a, b) (R)</li> <li>2. Passions [4, 6] (a, b, c)</li> <li>3. Family and relationships [1, 2, 4, 1] (a, d)</li> <li>4. Role models [4, 5, 7] (a, d, g)</li> <li>5. Social media and the Internet [1, 4, 5, 6, 7] (a, c, e, f, g)</li> <li>6. School subjects and aptitude [1, 4, 5] (a, d) (R)</li> <li>7. Jobs and future plans [2, 4, 8, 9] (e, f, i)</li> </ol>	<ol style="list-style-type: none"> <li>1. Mealtimes &amp; Daily Routine [1, 2, 5] (a, c, d)</li> <li>2. Diets [1, 2, 4, 6, 9, 10] (a, e)</li> <li>3. Healthy and unhealthy habits [1, 2, 6, 8, 10] (a, f, h)</li> <li>4. Giving advice [1, 3, 10] (a, f, g)</li> <li>5. Festivals [1, 2, 5] (a, d, e)</li> <li>6. Traditions [1, 2, 4, 5] (a, e, i)</li> <li>7. Celebrations [1, 7, 5] (a, h)</li> <li>8. Recipes [1, 2, 5, 9] (a, b, g)</li> <li>9. Easter in Spain [1, 7, 8, 9] (a, f, h)</li> </ol>	<ol style="list-style-type: none"> <li>1. Definite / indefinite articles</li> <li>2. Present of SER and TENER</li> <li>3. Present and Conditional of DEBER</li> <li>4. Comparatives (advantages / disadvantages)</li> <li>5. Present tense (including reflexives)</li> <li>6. Present and Past of SOLER</li> <li>7. Passive Voice (Se + verb. Eg: Se disfrazan..)</li> <li>8. Past tenses (preterite and imperfect)</li> <li>9. Perfect tense (He comido/ He probado)</li> <li>10. Near and Conditional Future</li> </ol>	<ol style="list-style-type: none"> <li>1. Places in Town [1, 2, 3, 7] (a, c) (R)</li> <li>2. Directions [1, 2, 3, 4, 7, 11] (a, b, c)</li> <li>3. Asking for information [1, 2, 3, 4, 5, 11] (a, b, e)</li> <li>4. Shopping [1, 2, 3, 4, 5, 11] (a, b, c)</li> <li>5. Booking a table / room [1, 2, 11] (a, b, c)</li> <li>6. Ordering food [1, 2, 4, 5, 7, 11] (a, b) (R)</li> <li>7. Problems &amp; Complaints [1, 4, 6, 7] (a)</li> <li>8. Weather [4, 7, 8] (a, b, d) (R)</li> <li>9. Past and Future outings [1, 4, 9, 10] (a, f)</li> </ol>		
<b>Grammar</b>	<ol style="list-style-type: none"> <li>1. Adjectival agreement</li> <li>2. Present of SER and TENER</li> <li>3. Comparatives (advantages / disadvantages)</li> <li>4. Present tense (including reflexives)</li> <li>5. Structures + infinitive verbs</li> <li>6. Verb subject agreement</li> <li>7. Past tenses (preterite and imperfect)</li> <li>8. Near future</li> <li>9. Near conditional</li> </ol>	<ol style="list-style-type: none"> <li>1. Definite / indefinite articles</li> <li>2. Present of SER and TENER</li> <li>3. Present and Conditional of DEBER</li> <li>4. Comparatives (advantages / disadvantages)</li> <li>5. Present tense (including reflexives)</li> <li>6. Present and Past of SOLER</li> <li>7. Passive Voice (Se + verb. Eg: Se disfrazan..)</li> <li>8. Past tenses (preterite and imperfect)</li> <li>9. Perfect tense (He comido/ He probado)</li> <li>10. Near and Conditional Future</li> </ol>	<ol style="list-style-type: none"> <li>1. Definite / indefinite articles</li> <li>2. Question words</li> <li>3. Se puede vs se pueden</li> <li>4. Present of SER, ESTAR, HACER and TENER</li> <li>5. QUERER – yo, tú, él/ella</li> <li>6. Verb subject agreement (Está roto/a)</li> <li>7. Present tense</li> <li>8. Si/ Cuando + impersonal verb (hace sol)</li> <li>9. Past tenses (preterite and imperfect) (FP)</li> <li>10. Future Tense (near, simple, conditional) (FP)</li> <li>11. Tú and usted</li> </ol>	<ol style="list-style-type: none"> <li>1. Definite / indefinite articles</li> <li>2. Question words</li> <li>3. Se puede vs se pueden</li> <li>4. Present of SER, ESTAR, HACER and TENER</li> <li>5. QUERER – yo, tú, él/ella</li> <li>6. Verb subject agreement (Está roto/a)</li> <li>7. Present tense</li> <li>8. Si/ Cuando + impersonal verb (hace sol)</li> <li>9. Past tenses (preterite and imperfect) (FP)</li> <li>10. Future Tense (near, simple, conditional) (FP)</li> <li>11. Tú and usted</li> </ol>		
<b>Phonics</b>	<ol style="list-style-type: none"> <li>a. [e], [i], [u]</li> <li>b. [ll]</li> <li>c. Soft [c] / [g]</li> </ol>	<ol style="list-style-type: none"> <li>d. Hard [c] / [g]</li> <li>e. [v]</li> <li>f. [qu] / [gu]</li> </ol>	<ol style="list-style-type: none"> <li>a. [e], [i], [u]</li> <li>b. [h]</li> <li>c. Soft [c] / [g]</li> </ol>	<ol style="list-style-type: none"> <li>d. Hard [c] / [g]</li> <li>e. [ñ]</li> <li>f. [v]</li> <li>g. [ñ]</li> <li>h. [ll]</li> <li>h. [ll]</li> </ol>	<ol style="list-style-type: none"> <li>a. [a][e][i][o][u]</li> <li>b. [qu][cu]</li> <li>c. Soft c [ce], [ci], [z]</li> </ol>	<ol style="list-style-type: none"> <li>d. [h]</li> <li>e. [ll]</li> <li>f. [ñ]</li> </ol>
<b>Middle Stake Testing</b>	<ol style="list-style-type: none"> <li>1. Production Skills (WT/SP/K&amp;G)</li> <li>2. Vocabulary/Grammar</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary/Grammar</li> <li>2. Production Skills (WT/SP/K&amp;G)</li> </ol>	<p><b>High Stakes Assessment</b></p> <p style="text-align: center;">1</p>	<ol style="list-style-type: none"> <li>1. Production Skills (WT/SP/K&amp;G)</li> <li>2. Vocabulary/Grammar</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary/Grammar (WT/SP/K&amp;G)</li> </ol>	<p><b>High Stakes Assessment</b></p> <p style="text-align: center;">2</p>
<b>High Stake Testing</b>			<p><b>High Stakes Assessment</b></p> <p style="text-align: center;">1</p>			<p><b>High Stakes Assessment</b></p> <p style="text-align: center;">2</p>
<b>Skills development</b>	<p>Students start to speak with increasing <b>confidence</b>, communicating their views and <b>participating in conversations</b>. They can <b>listen to a variety of forms of spoken language</b> and <b>read a greater range of sources</b>, authentic or adapted. When writing, students use a <b>wider range of vocabulary</b> and include three tenses with increasing confidence and accurately. The curriculum also builds up on students' prior knowledge of Spanish phonics and revisits the <b>most common Spanish sounds</b>.</p>					

## Principles that underpin the curriculum

# Year 9 Long Term Plan ART



## Year 9 Intent / End Point:

Students will be able to draw upon their knowledge of Colour, Tone, Form, Line, Pattern, shape, composition and texture to develop more independent research and apply this confidently to produce final pieces using a range of materials and processes.

		<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>
Unit title	Portrait	Portrait	Portrait	Graffiti	Graffiti	Fashion	Fashion GCSE Introduction
Explore ideas, record experiences	Skills journal booklet Sketchbook Photography	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook	Skills journal booklet Sketchbook Photography for GCSE students
Develop proficiency in drawing, painting and other art, craft techniques	Drawing Pencil techniques charcoal	Drawing Students use drawing skills to explore, line, tone, shape, form.	Drawing Pencil crayon techniques	Drawing and painting skills Painting techniques	Drawing Painting	3D relief skills Drawing for design purposes Construct	
Evaluate and analyse creative work using the language of art, craft and design.	Make amendments based on analysis and evaluation of success	Explain what makes the artist work/style individual using key visual terms	Is Graffiti Art or vandalism? Give opinions articulate responses Graffiti and the law	Produce an independent piece of work employing the style and genre of Graffiti	Design and make, select from a range of critical studies to inform process	Be able to evaluate and analyse why particular elements have been used Design process	
Know about great artists, craft makers and designers and understand the historical and cultural development of their art form.	Independent research Students select and analyse works of art from a range of cultural and historical genres	Students apply knowledge of their selected artist/art style to the development and creation of an independent portrait	Graffiti Art – historical context links to BLM movement/ HIP HOP	Banksy Production of independent research Why is Street art important?	Research an Artist/art style Annotate initial responses	Application of knowledge gained to a fashion item design	
Middle Stake Testing	Do Now features of the face	Do Now pencil techniques	Graffiti alphabet Do now tasks Questioning	Graffiti spray can Do Now drawing	Independent artist research Do Now visual elements	Design ideas Ability to apply knowledge to create an effective outcome	
High Stake Testing	Assessment 1 Features of the face/Portrait			Assessment 2 Graffiti name		Assessment 3 Final fashion outcome	
Skills development	Students should become more confident in the application of skills and in particular in the use of drawing to communicate visual responses. Students should be able to respond to a stimulus and draw upon their developing knowledge to produce a piece of independent art work.						

Principles that underpin your curriculum

## Long Term Plan Year 9 Design & Technology

### Year 9 Intent / End Point Control & Resistant Materials:

They will learn how to create realistic 3D imagery using a variety of techniques to present their design ideas. They will be introduced to CAD/CAM and discover how this can be used to create complex designs quickly and accurately. They will learn the categories, uses and main features of Polymers, including the environmental impact they can have when used in products.

### Year 9 Intent / End Point Food Tech:

By the end of Year 9, students will have a good knowledge of the special dietary needs of different groups of people and how to cater for them. Students will also be able to make the strong connection between diet and how it links to the maintenance of good health, and how poor dietary choices can contribute to poor health, disease and illness. Students will also have a clear understanding of where the food we eat comes from, how it is produced, as well as the moral and ethical issues that influence our food choices.

Principles that underpin the curriculum		Learning Phase 1	Learning Phase 2	Learning Phase 3
<b>Unit title</b>		<b>Food Technology</b> <b>Food Choices &amp; Provenance</b>	<b>Control</b> <b>The work of others</b>	<b>Resistant Materials</b> <b>Polymers &amp; CAD/CAM</b>
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>Discover the special dietary needs of a range of groups and to learn how dietary choice can impact disease risk</li> <li>Explore ethical principles that govern our food choice</li> <li>Food provenance: learning where our food originally comes from; deepening the understanding of ethical food choice and compromise.</li> </ul>	<ul style="list-style-type: none"> <li>Design Movements:</li> <li>Iconic Designs.</li> <li>Flashing circuits.</li> <li>How to make plywood</li> </ul>	<ul style="list-style-type: none"> <li>Types of plastic &amp; their properties</li> <li>Life Cycle Assessment.</li> <li>Modelling.</li> <li>CAD/CAM</li> <li>Safety in the workshop</li> <li>Riveting</li> </ul>
<b>Application (Design and Make)</b>		<ul style="list-style-type: none"> <li>Practical 1- Sweet and Sour Sauce making, working with high risk food and vegetables, hygiene</li> <li>Practical 2- Choc chip muffins</li> <li>Weighing, 'all-in-one' method, portion control, quality control</li> <li>Practical 3- Quiche</li> <li>Pastry making, shaping, blind baking</li> <li>Practical 4- Marble cake</li> <li>Creaming method, presentation skills</li> <li>Practical 5- Spring Rolls</li> <li>Using stove, assembling, multiple cooking and finishing methods (frying, melting, baking, glazing)</li> <li>Practical 6- Own choice dish</li> <li>One that brings together a range of cooking methods and allows students to work independently</li> </ul>	<ul style="list-style-type: none"> <li>Design:</li> <li>2 Point perspective drawing, Isometric Drawing</li> <li>Make:</li> <li>Subtractive manufacture with wood.</li> <li>Flashing Circuit.</li> <li>Shaping polymers</li> </ul>	<ul style="list-style-type: none"> <li>Design:</li> <li>Using 2D v 3D design software</li> <li>Make:</li> <li>Modelling.</li> <li>Line bending</li> <li>3D Printing</li> </ul>
<b>Evaluate</b>		<ul style="list-style-type: none"> <li>Evaluate</li> <li>Students will complete an evaluation task after each practical, which will outline areas that work well as well as areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate:</li> <li>Using user feedback</li> <li>Comparison of product against criteria</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate:</li> <li>Comparison of product made using 2D &amp; 3D design techniques</li> </ul>
<b>Middle Stake Testing</b>		<ul style="list-style-type: none"> <li>Diet Related Illnesses Assessment</li> <li>Practical Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Design Task</li> <li>Mechanisms Theory Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Practical assessment</li> <li>Theory Assessment</li> </ul>
<b>High Stake Testing</b>		<b>Assessment 1</b> <b>Mid Year Assessment</b>		<b>Assessment 2 – End of Year test</b>
<b>Skills development</b>		<p><b>Control &amp; Resistant Materials</b> Pupils will develop their software skills enabling them to use 2D &amp; 3D modelling packages to generate product designs. They will also improve their making skills by incorporating the use of Computer aided manufacture including 3D printing and laser cutting.</p> <p><b>Intent / End Point Food Tech:</b> Students will at this stage have developed to the point whereby they can work independently to create a dish of their own choosing that brings together some of the different skills and cooking methods they have practised over the previous two years.</p>		

## Long Term Plan: DRAMA – Year 9

**Year 9 Intent / End Point:** Students will understand how Drama can be used to educate, empower and explore important issues in society; they will be able to create their own work in response to key Drama theory. Students will also understand how Shakespeare can be interpreted through performance in preparation for the study of Macbeth in English Literature at KS4.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Unit title</u>	<b>The Power of Theatre in Education</b>		<b>Drama Theory in Practice (Naturalism &amp; Non-Naturalism)</b>		<b>Shakespeare in Performance Set Text - MACBETH</b>	
<b>Exploring</b>	Verbatim Theatre/ Theatre in Education/ Too Much Punch For Judy by Mark Wheeler/ Multi-Rolling/ Non-Naturalistic Techniques/ Conscience Alley		Naturalism & Stanislavsky – fourth wall/ given circumstances/ the magic if/ Objective) Epic Theatre & Brecht – breaking the fourth wall/ parable/ placard/ multi-rolling/ gestus (TEXT - Blood Brothers)		Playwright/ Shakespeare/ Genre/ Stage Directions/ Setting/ Props/ Costume/ Theatre Roles/ Themes/ Characterisation/ Sustaining character/ Corpsing/ Staging/ Blocking/ Cues	
<b>Devising</b>	Inspired by Component 3: Responding to a Brief - Students will devise their own Theatre in Education performance on a topic of their choosing in order to educate their peers about an important issue in society		Students will apply knowledge of the above Drama theorists in practice to enhance their key acting skills. Students will explore extracts from a key text and will devise scenes using the magic if, objectives, subtext, multi-rolling and placard		Students will use a naturalistic acting style to interpret the meaning of Shakespeare's words. They will devise the staging/ movement of characters using their understanding of blocking and proxemics. They will demonstrate their understanding of the text through their delivery of lines including pace, pitch and tone.	
<b>Performing</b>	Students will perform throughout this scheme: Extracts from Too Much Punch For Judy, and their own devised work		Students will perform every lesson as they demonstrate and experiment with the key Drama theorist's techniques.		Performance of a key extract from the text. Students will be expected to perform off script, and to have learnt cues/ positioning on stage.	
<b>Middle Stake Testing</b>	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding	Written Assessment to check on knowledge and understanding
<b>High Stake Testing</b>			Performance of their devised verbatim piece			Performance of a key scene/ monologue or duologue
<b>Skills development</b>	Students will further develop their key acting skills, and will apply them to acting styles coined by key Drama Theorists. For Middle Stake Testing, students will be tested on their knowledge of Drama terminology and techniques through a written assessment (knowledge organisers will provide the content for revision). High Stake Testing will be a practical assessment in which students will demonstrate application of the learnt terminology and techniques.					

Principles that underpin your curriculum

# Music Long Term Plan Year 9



**Year 9 Intent / End Point:** Each student should be able to upload a piece of music with chords and play it with ease based on the knowledge they have acquired. They will be able to discuss, at differing levels, how music has an impact on mood using musical elements and compose using more complex harmonies. They will also be aware of how music evolved in the UK.

Unit title	HT1	HT2	HT3	HT4	HT5	HT6
<b>Performing</b>	<ul style="list-style-type: none"> <li>Work out the chords for a Beatles piece whilst learning and the meaning of extended chords in music such as D(A) or D/A.</li> <li>Learning 8 Days A Week in the key of D major making use of 7<sup>th</sup> chords</li> </ul>	<ul style="list-style-type: none"> <li>Perform a Britpop song of choice within a group focussing on how to make an arrangement based on the resources.</li> <li>Students will learn the formation of a Sus 4 chord in Wondervall</li> <li>Students will look for the chords of a Britpop piece and work it out based on the scale and chord formations</li> </ul>	<ul style="list-style-type: none"> <li>Perform pieces of dance music; through performance tasks identify and describe key features</li> </ul>	<ul style="list-style-type: none"> <li>Perform pieces of dance music through performance tasks identify and describe key features</li> </ul>	<ul style="list-style-type: none"> <li>Perform snippets of music from classic film scores and focus on</li> <li>Psycho high pitched violin</li> <li>Chromaticism circus music and jaws</li> <li>Fanfare/march Starwars and Superman</li> <li>Lost incidental music</li> </ul>	<ul style="list-style-type: none"> <li>To end their KS3 experience Students will be invited to perform within small groups or individual to perform a piece of music of their choice gathering together everything they have learnt. It also links in with KS4 topics</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Create a bass line based on chords to include passing notes to enhance them.</li> </ul>	<ul style="list-style-type: none"> <li>Making an arrangement of a chosen piece using a Britpop song within a group.</li> </ul>	<ul style="list-style-type: none"> <li>Compose chord sequences on the keyboard or guitar in D minor</li> <li>Compose a bass line to fit in with chord sequence</li> <li>Compose a riff to fit with chord sequence</li> <li>At this stage Students should be comfortable using sus chords, 7<sup>th</sup> chords and changing bass line root</li> </ul>	<ul style="list-style-type: none"> <li>Using BAND LAB learn how to mix samples with composed riffs, chords and bass line taking harmony into consideration to ensure there are no unnecessary clashes.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the features used in performance tasks create a piece of music for a 1 minute film for composition.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be asked to compose or arrange a piece of music either using acoustic instruments or computer software such as Bandlab</li> </ul>
<b>Listening and Evaluating</b>	<ul style="list-style-type: none"> <li>Understand the influence of The Beatles in modern day music commenting on the pitch, texture and instrumentation of the bass line through DO NOW tasks</li> </ul>	<ul style="list-style-type: none"> <li>Through DO NOW tasks listen to various pieces of BRITPOP music and identify/describe key features commenting on instrumentation, lyrics, music videos, melody and harmony.</li> </ul>	<ul style="list-style-type: none"> <li>Through DO NOW and listening tasks listen to various pieces of Dance music and identify/describe key features commenting on instrumentation, lyrics, music videos, melody and harmony.</li> </ul>	<ul style="list-style-type: none"> <li>Through DO NOW tasks listen to various pieces of music created through the use of Bandlab evaluating their effectiveness as dance music.</li> </ul>	<ul style="list-style-type: none"> <li>Through DO NOW tasks listen to various pieces of music of film music and enhances mood. Focus on chromaticism, fanfares, incidental</li> </ul>	<ul style="list-style-type: none"> <li>Using Do Now retrieval tasks Students will be given the chance to analyse different musical products created by KS4 Students</li> </ul>
<b>Middle Stake Testing</b>	<ul style="list-style-type: none"> <li>Performance of 8 Days a Week</li> <li>TRY NOW Task to improve on their individual chord playing</li> </ul>	<ul style="list-style-type: none"> <li>Performance task</li> <li>TRY NOW how to improve</li> </ul>	<ul style="list-style-type: none"> <li>COMPOSITION SKILLS</li> <li>Try now how to improve composition skills composing complex chord structures combining samples with riffs</li> </ul>	<ul style="list-style-type: none"> <li>Task based on Bandlab work whether there is a structure, if samples harmonise with each other and whether dance music is clearly depicted.</li> <li>TRY NOW Task to give Students a chance to improve</li> </ul>	<ul style="list-style-type: none"> <li>Task based on film music creation. Assessment will be how music matches the mood of the film clip and whether musical devices have been used effectively</li> <li>TRY NOW Task to give Students a chance to improve</li> </ul>	<ul style="list-style-type: none"> <li>Create a music product</li> <li>TRY NOW Task to give Students a chance to improve</li> </ul>
<b>High Stake Testing</b>	<ul style="list-style-type: none"> <li>Working out advanced chords with 7ths, 6ths and sus 4</li> <li>Listening based on Beatles Paperback Writer</li> <li>Writing out music evolved through the decades</li> </ul>					
<b>Skills development</b>	<p>In performance/composition activities students will develop a knowledge of passing notes and bass lines within chord structures. Compositionally they will compose within a structure using all the knowledge they have acquired whilst being confident with the use of Bandlab. They will be confident performers on either the keyboard, guitar, ukulele and/or an instrument of their choice performing with stylistic features using off beat rhythms. They will taught how to explore musical devices and how they are used to enhance mood within music.</p>					

## Principles that underpin your curriculum

## Year 9 – Physical Education Long Term Plan



**Year 9 Intent / End Point:** Physical Education at Hartford Church of England High School aims to encourage a life-long love of physical education and sport, both recreational and competitive, with the aim of promoting a healthy, active lifestyle. We aim to ensure that all students:

- Try to master an excellent level of knowledge and understanding of a variety of different sports both individual and team activities.
- Experience more competitive sports at a higher level, from intra-school competition to National representation.
- Choose a PE pathway that which could lead them to a Physical Education qualification
- Gain the necessary knowledge and motivation to lead a healthy and active lifestyle when they leave Hartford.

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
BOYS 1 BOYS 2 GIRLS 1 GIRLS 2	2 – 5 FITNESS FOOTBALL RUGBY NETBALL DANCE NETBALL	9 – 12 RUGBY FOOTBALL HOCKEY BADMINTON FOOTBALL BADMINTON	16 – 19 20 – 23 BASKETBALL SH TENNIS BASKETBALL FITNESS VOLLEYBALL DANCE HOCKEY	24 – 27 HOCKEY VOLLEYBALL HOCKEY FITNESS	28 – 31 32 – 34 ATHLETICS CRICKET ATHLETICS TENNIS ROUNDERS SH TENNIS	35 – 38 39-41 TENNIS SOFTBALL SOFTBALL CRICKET CRICKET TENNIS CRICKET
<p>Skill acquisition / development of Technique</p> <p>Skills will be mastered in less isolation and students will have the opportunity to go through skills unopposed and develop them from 4v4 and then into a full sided game situation.</p> <p>Tactics to be mastered to generate a much greater understanding of gameplay. Components of Fitness will be identified through circuit training and what goes into a fitness plan.</p>	<p>Skills will be taught in open ended tasks but with more increased pressurised situations using more games to generate competition.</p> <p>Tactics to be mastered further to allow students the time to experience varying competitive environments, both individual and in teams.</p>	<p>Students given the opportunity to master advanced skills. Students will attempt to master their understanding by adopting specialised roles in demanding sporting environments.</p> <p>Work has been set up to all students to study alternative methods of activity and ways to prepare the body for sport and activity. This takes a very holistic approach to mental and physical preparation for sport.</p>	<p>Students will aim to master their knowledge of individual and teamwork strategies and tactics through tailored units of work to suit the groups.</p> <p>Activities are selected to allow progress through challenging team and solo activities, which both stretch and challenge every student.</p> <p>Components of Fitness will be identified through circuit training and what goes into a fitness plan.</p>	<p>Students spend much of the term working on isolated activities, due to the nature of the athletics events being taught. Students work to master their individual events, targeting their personal best and aim to make progress on previous year's scores.</p>	<p>Students master their tactical understanding of summer games activities, trying to outwit opponents through running faster, throwing more accurate and working as a team.</p> <p>Sports Day enables pupils to test their own ability and fitness against the rest of the year group.</p>	
<p>Ability to evaluate and opportunities to develop leadership</p> <p>Mastering of invasion games and the principles behind the rules, regulations and scoring systems in a variety of sports and games.</p> <p>Fitness tests are carried out to inform students of their own personal fitness levels, with comparisons made to Year 8 and National Statistics for Yr 9.</p>	<p>Opportunities here to coach and instruct students and further develop peer assessment through coaching points and giving feedback and structured guidance.</p>	<p>Students will be put into sporting situations where they will have to plan, lead and officiate structured lessons, using whole-part-whole method, leading into competitive situations. Students will develop confidence in communication skills.</p>	<p>Leadership skills are transferred into team building exercises and the opportunity to lead small groups of people through an activity, be it in a game activity or individual task.</p>	<p>Students master their skills whilst using the techniques to measure and time athletics events. These skills are essential when recording scores onto spreadsheets in preparation for Sports Day team selection.</p>	<p>Year 9 activities allow students the chance to officiate games and give feedback on technical issues raised with closed skills practise. This then allows them to access Key Year 9 skills in preparation for Key Stage 4 such as resilience and patience.</p>	
<p>Personal wellbeing/ healthy life choices</p> <p>Students track their own fitness throughout the term and recommendations are made to students on healthy lifestyle choices for Year 9. Students are encouraged to attend extra-curricular clubs in order to master their physical activity levels and commitment.</p>	<p>Students experience different activities and therefore learn the different demands the body goes through in order to cope with.</p>	<p>The Well-being unit will focus on a holistic approach to what other opportunities are available to students to ensure they use physical activity to stay mentally and physically healthy. Skills will be delivered to promote healthy and active lifestyles.</p>	<p>Healthy lifestyle choices taught through mastering the teambuilding exercises and the delivery of problem solving and mental toughness challenges.</p>	<p>Health and well-being taught in all lessons, through the athletics programme and the focus on personal best and individual achievement and sharing this success and comparing improvements made from Year 8.</p>	<p>Health and well-being in game type activities with the focus on team and individual achievement and managing this success. Having a healthy understanding of what demands these activities have on the body in Year 9.</p>	
<p>Middle Stake Testing</p> <p>Fitness testing compared to Year 8 and National Data.</p> <p>Purposeful practice questions on the importance of warm ups and cool downs as well as how to prevent injuries. In Year 9 students will lead small group warm ups and skill aspects of lessons.</p>	<p>End of Unit assessments to check knowledge and understanding of the key skills taught. Assessment booklets completed to track learning and show progress from Year 8.</p>	<p>End of Unit assessments to check knowledge and understanding gained on top of Year 8 Leadership and how it has progressed in Year 9. Competitions organised, by the students, to show a mastering of the skills involved.</p>	<p>End of Unit assessments to check knowledge and understanding of the key skills taught, with regards to teamwork and some individual performances in Gym. Assessment booklets completed to track learning and show progress from Year 8.</p>	<p>Tracking and recording of individual scores and data will inform the assessment during an athletics block of work. Students will compare data from Year 9 National scores, along with the scores they achieved in Year 8. These scores will inform the students on selection for Sports Day teams.</p>	<p>End of Unit assessments to check knowledge and understanding of Year 9 team sports, with emphasis on how students have moved on in their understanding of Year 9 key skills and how they have adapted to the demands of each sport.</p> <p>Final assessment of the Year on developing all the skills learnt in team and individual sports and putting them into practice.</p>	
<p>High Stake Testing</p>						
<p>Skills development</p> <p>Throughout Year 9 students will try to master a wide range of technical and tactical aspects of each sport and activity. Furthermore, they will increase the range of life skills such as confidence, communication, resilience team building, which all contribute to developing a fully rounded sporting individual at Year 9, in preparation for core PE and/or Brac Sport in Key Stage 4.</p>						

Principles that underpin your curriculum