

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Lord of the Flies - Students study Golding's novel and develop their analytical writing skills through practising close language analysis. Students also learn how to structure and perform a monologue in character.	Lord of the Flies - continued The Merchant of Venice - Students develop their abilities to write analytically about Shakespeare's work, identifying the techniques he uses and considering their effects on the audience.	The Merchant of Venice - continued	Love Poetry - students study a selection of love poems from different eras and cultures. They analyse how poets use different poetic forms and devices, considering their effect on the reader.	Pigeon English - students examine how Kelman explores themes concerning culture and identity in modern Britain. Students practise writing about writers' methods and producing multiple layers of analysis within their responses.	Dr Jekyll and Mr Hyde - Introduction to one of the GCSE Literature texts. Students explore how Stevenson uses the gothic genre to present the reader with ideas on duality and science. Student practise extract analysis, examining the effects of methods used.
Cross-Curricular Links	Drama	Drama		Drama, PSHE	PSHE	KS3 English, Drama
RE	Catholicism and the Sanctity of Life - Year 9 begin by examining the Church's hierarchy, evaluating the different denominations. They then examine the Creation Story and debate the morals surrounding Abortion and Euthanasia.	God and His Kingdom - Year 9 look at a variety of parables that Jesus teaches about bringing the Kingdom of God to Earth. They then consider whether this is the best way to convey this message.	Science vs. Religion - Exploring the scientific perspectives on how the world began, and consider whether both Science and Religion can coexist. They look at examples of religious experience and whether or not unanswered prayers prove that God doesn't exist.	Religion and Community Cohesion - Pupils debate whether men and women are treated equally both from a religious and secular perspective. They explore the varying facets of living in a multi-faith and multi-ethnic society.	Jewish Beliefs - Year 9 look at Jewish beliefs about God, and his interaction with prophets, as well as beliefs about life after death and the Messiah.	Jewish Practices - Students examine different practices in the synagogue and the Jewish home. They compare and contrast Orthodox Jews with Reform Jews, whilst looking at how they celebrate different festivals and ceremonies.
Cross-Curricular Links	PSHE, Science		Science, PSHE	PSHE	History, KS3 RE	History
PSHE	Relationships and Community - students will learn how they can fit into their peer groups but remain individual, factors that make up identity, how relationships can have a positive and negative influence on us, what relationship abuse is.	Peer influence, Substance Abuse and Gangs - students learn how to recognise healthy and unhealthy friendships, how to recognise passive, aggressive and assetive behaviour, manging risk in relation to gangs, law and knife crime, county lines and the law around possession of illegal substances.	Setting Goals - students learn about transferable skills, different types of employment and career paths, how to work towards aspirations by setting short medium and long term goals, how to assess progress against the targets set.	Abusive relationships - students learn about relationships abuse, the effects of physical and emotional abuse, domestic abuse and the law, child sexual exploitation, human trafficking, the laws around harassment and stalking including sexual harassment.	Law - Students learn about the purpose of law, what the justice system is, key roles and responsibilities in the judiciary, how to access careers in the justice system, the difference between civil and criminal law, extermism and radicalisation.	Healthy lifestyle - students learn about the relationship between physical and mental health, the importance of balancing work and leisure, how to make healthy eating choices, how to manage influences on body image, the importance of self checking for breast and testicular abnormalities and the science relating to blood and organ donation.
Cross-Curricular Links			Business Studies		Law (A-Level)	Science
French	THEME 1 - IDENTITY: Revising family and describing people, places in town and activities. Discuss what makes a good friend (adjectival agreement), talking about family relationships (reflexive verbs), making arrangements to go out (near future)	Describing a night out with friends (perfect tense), talking about your life when you were younger (using the imperfect tense), discussing role models (superlative)	Revising sport and music (expressing likes/dislikes), revising technology, films and TV (frequency phrases), talking about sport, your life online, books and reading. Using direct objective pronouns, the comparative and superlative.	Talking about TV programmes and cinema, actors and films, using the comparative and superlative and expressing opinions. Talking about food and meals (using the partitive article), discussing shopping for clothes	Describing your daily life (asking questions, using "tu"/"vous"), talking about food on special occasions, using formal language.	Describing family celebrations (using "venir de" + infinitive), describing festivals and traditions
Cross-Curricular Links	PSHE		English		English	English
Spanish	THEME 2 - Local, national, international and global areas of interest. Discussing holiday activities and weather (present tense of regular verbs), talking about holiday preferences (present tense of irregular verbs. using verbs of opinion to refer to	Booking accommodation and dealing with problems (using formal language - verbs with "usted"), understanding higher numbers, giving an account of a holiday in the past (combining 3 tenses together, identifying opinions)	THEME 3 - CURRENT AND FUTURE STUDY AND EMPLOYMENT Giving opinions about school subjects (using the comparative), describing school uniform and the school day (using adjectives), describing your school (using negatives). Talking about school	Talking about plans for a school exchange (using the near future tense, asking and answering questions), talking about activities and achievements (understanding object pronouns, using 3 tenses)	THEME 1 - IDENTITY AND CULTURE Talking about socialising and family (using verbs in the present tense), describing people (using adjectival agreement). Talking about social networks (using para with infinitives, extending responses by referring to	Making arrangements (using the present continuous). Talking about reading preferences (using a range of connectives) Describing relationships (using "ser" and "estar").

	...), using verbs of opinion to refer to different people), describing a trip to Barcelona (using two past tenses, giving opinions in the past)		...), using negatives), talking about school rules and problems.		...), extending responses by referring to others),.	
Cross-Curricular Links	Geography		PSHE		PSHE	
History	The Weimar Republic, 1918 - 1929: 1. What were the origins of the Weimar Republic, 1918-19? 2. What were the early political and economic challenges to the Republic, 1919-23? 3. How did the Weimar Republic recover politically and economically, 1919-23? 4. What changes occurred in German society, 1924-29?	Hitler's rise to power, 1919 - 23: 1. What were the early beliefs on the Nazi Party, 1920-22? 2. How did the Nazi Party lose and gain support, 1923 - 28? 3. How did the economic depression of 1929 help the Nazis gain rapid support? 4. How did Hitler become Chancellor of Germany, 1932-33?	Nazi control and dictatorship, 1933 - 39: 1. How did Hitler create a dictatorship in Germany, 1933-34? How did Himmler's system of terror help control Germany? How did the Nazis control the German people's attitudes beliefs and actions? What type of opposition was there to the Nazis within Germany?	Life in Nazi Germany, 1933 - 39: 1. What were the Nazis' views and policies towards women and the family? 2. What were the Nazis' aims and policies towards the young? 3. How did the Nazis persecute the minorities living in Nazi Germany?	World War II - By the end of this topic, students will be able to answer the following questions: 1. What were the causes of World War II? 2. What major battles did the Britain fight against the Nazis?	World War II - By the end of this topic, students will be able to answer the following questions: 1. Why did Operation Barbarossa fail? 2. How did World War II end?
Cross-Curricular Links	Economics; PSHE	Economics, Maths	RE, PSHE	RE, PSHE, Sociology	English	Maths (Enigma Code), English
Geography	Natural Hazards - builds upon year 7 knowledge of the Earth's structure and plate boundaries. Teaches students to be compassionate towards developed countries- building on knowledge from development learnt at KS3. Teaches them the causes, effects and responses to global hazards.	Natural Hazards continued - focus on meteorological hazards and tropical storms. Causes, effects and responses established and key concepts carried forward from September. Moving into Climate change and how this creates more frequent and severe storms.	Urban Issues and Challenges - Recall of the demographic transition model and concepts of development from KS3. Builds upon elements of slum dwellings in India and human development in Brazil. Introduction of GCSE case study- Rio.	Urban Issues and Challenges - Bristol Case study. Takes similar concepts to Brazil but relays to the UK, Bristol and higher income countries. Links to urban sustainability- key concept in human geography.	Ecosystems - Tropical Rainforests and Hot Deserts. Builds on TRF ecosystem from KS3. Starts to deepen understanding of economic and social gain vs consequences. Students must be evaluative.	Complete ecosystems. Final weeks will review and recall human and physical geography.
Cross-Curricular Links	Science		Science	Science		
Maths	HIGHER:Fractions,percentages,ratio and proportion,statistical diagrams FOUNDATION: Number and properties,decimal and fractions,ratio and proportion,compound measures	HIGHER:Algebraic manipulations,sequences, Quadratic sequences, Angles 1 FOUNDATION: Statistical diagrams,algebraic expressions,number and sequences	HIGHER:Angles 2,perimeter,area,volume FOUNDATION:Angles,perimeter,area and volume	HIGHER:Similarity,linear graphs,probability FOUNDATION:Linear graphs,probability	HIGHER:Transformations,right angled triangles (Pythagoras and SOHCAHTOA) ,standard form FOUNDATION:Transformations,standard form	HIGHER:Linear equations,review of KEY TOPICS FOUNDATION: Linear equations
Cross-Curricular Links		Science	Product Design		Product Design, Art and Design	Science
Biology	B1 Cell structure and transport B2 Cell division	N/A	B3 Organization and Digestion	N/A	B4.1 -4.5 Plant Transport B9 Photosynthesis	Revision & Biology Exam B4.6-4.9 Plant transport B9 Photosynthesis
Cross-Curricular Links			Food Nutrition			
	C1 Atomic structure Triple - C13 Earth's Atmosphere	C1 Atomic structure C2 Periodic table Triple - C9 Crude Oil and Fuels	N/A	C3 Structure and Bonding	N/A	Revision & Chemistry Exam

Chemistry		Triple - C10 - Organic reactions Triple - C11 Polymers Triple - Summary C9, 10, 11				
Cross-Curricular Links	Geography	Product Design				
Physics	Triple - P14 Light	P1 Conservation and dissipation of energy Triple - P14 Light	P2 Energy transfer by heating	P3 Energy resources P4 Electric Circuits	P4 Electric circuits (Remaining)	Revision & Physics Exam
Cross-Curricular Links			Science	Product Design	Product Design	
Computer Science	Component 1 Back to the Future (HTML) Students we will look at Leaders of Computer Science like; Ava Lovelace, Sir Tim Berners-Lee, Charles Babbage, George Boolean, Alan Turing to inspire them to become innovators. Component 2 Computational Thinking Skills Algorithms -Interpret, correct or complete algorithms	Component 1 1.1 Systems Architecture – How a computer processes data in the form of Von Neumann Architecture Component 2 Python Programming - Input & Outputs Statements - Variables - IF Statements - Loops	Component 1 1.2 Memory and Storage: The different types of memory – RAM, ROM, Virtual Memory & Flash • Storage – Optical, Magnetic and Solid State. Unit of measurements Component 2 Advance Python Programming - Lists/Arrays - Functions/Subroutines - File Handling -Reading and Writing to Files	Component 1 1.2 Memory & Storage Continued(Data Representation) -Units of measurement -Data Storage --Numbers --Text/Characters --Images --Sound Component 2 Animation -Blender -Introduction to Animation -Modelling	Component 1 1.3 Networks Network - Types / BandwidthSimple networks and transmissison media. - Hardware Components required for network, advantages. - Client Server & P2P - Performance - The internet / Virtual NetworksDNS, Hosting, the cloud. Encryption	Component 1 1. 6 Ethical, Moral & Legal Issues (Long mark questions)
Cross-Curricular Links	PSHE, Science			Maths		RE, PSHE
ICT (Vocational)	RO81 LO1: Understand the purpose and content of pre-production: Mood Boards Mind Maps Visualisation Diagrams Scripts Storyboards	RO81 LO2: Be able to plan pre-production: Target Audience Primary and Secondary Research and Creating Questionnaires Client Brief (Requirements)	RO81 LO2: Be able to produce pre-production documents: Work plans and production schedules Health and safety considerations Risk and Risk Evaluation Mini Project Hardware and Software	RO81 LO3: Be able to produce pre-production documents Legislation File formats and file types Evaluation of pre-production documents.	RO82: Preparation for Coursework	RO82: Preparation for Coursework
Cross-Curricular Links	English	Drama	Product Design			
Product Design	Plastic Theory - making plastic notepads, garden breeze spinners, and poppies covering processes such as cutting, drilling, shaping and finishing, thermoplastics and some binding techniques and the idea of standard components.	Drawing techniques - isometric, orthographic, exploded. that led to block bod design & make where we looked at cutting/drilling/shaping/finishing timber, means of joining timber - pins, screws, dowel(friction and glue).	Biomimicry Project - designing inspired by nature and the environment	Designer Influences - To research and be inspired by previous designers and design movement to create my own designs and models	6Rs - Links to sustainability and the Environment - Reduce, Reuse, Recycle, Refuse, Rethink, Refuse, Repair	AO1 - Beginning of NEA coursework Identify, investigate and outline design possibilities to address needs and wants.
Cross-Curricular Links		Art and Design	Geography	Art and Design	Geography	Business Studies
	Students begin by spending a term	Students will continue to look into	Topic of nutrition is continued,	Nutrition is continued in the form of	Importance of the various vitamins and	As part of the final term, students are to

Food Nutrition	learning about a specific nutrient. Term 1 focuses on carbohydrates. Links to commodities, food science, sustainability, nutrition as well as developing practical skills whilst working with carbohydrates as the main ingredient.	carbohydrates in further depth – understanding the different flours available and their benefits, learning how to make pastry and work with potatoes in various forms demonstrating understanding of commodities and their versatility within the food industry.	focusing on proteins. Understand their functions as well as sources available today. Students will demonstrate understanding of the different proteins available today (HBVP/LBVP) and how they benefit the diet.	protein, dairy and eggs. Students will understand the different uses of eggs and their versatility within the kitchen and food industry. Scientific knowledge (emulsification, coagulation and denaturing) explored in depth and demonstrated through working within the kitchen and using particular commodities to reflect skills and application.	minerals explored and linked to health with needs of these nutrients looked at during particular stages of life Students will also be introduced into the idea of commodities, fundamental ingredients relied upon by society, fruits, vegetables, alternative proteins etc. Students will understand how to identify quality amongst commodities, and best ways in which to treat them.	investigate fats within the food industry. Students will be able to explain and apply knowledge relating to an unsatisfactory nutritional intake of fat (excess and deficiency within the diet) as well as distinguishing the difference between saturated and unsaturated fats today.
Cross-Curricular Links	Science, PE	Science, PE	Science, PE	Science, PE	Science, PE	Science, PE
GCSE PE	The definition of each of the components of fitness, know a suitable test for each component and be able to give practical examples where each component is particularly important. Year 9 collect and use data relating to the components of fitness.	Know the definitions of the principles of training and be able to apply them to personal exercise and training programmes: Recognise the different types of training and understand the key components and benefits of a warm-up and cool-down and be able to apply examples. Recall the potential hazards in a range of physical activity and sport settings and be able to apply examples.	Know and understand the location of the major bones in the body. Be able to apply examples to the functions of the skeleton. Know the major joints and the articulating bones (bones that make up the joint) in the knee, elbow, shoulder and hip. Know and apply types of movements at hinge joints and ball and socket joints.	Learn the name and location of the main muscle groups in the human body and be able to apply them to examples from physical activity/sport. You will know the definitions and roles of the:● agonist● antagonist● fixator● antagonistic muscle action.	Learn about the structure and function of the cardiovascular system, including the double circulatory system (systemic and pulmonary). You will know the different types of blood vessels and understand the pathway of blood through the heart. You will know the definitions of heart rate, stroke volume and cardiac output as well as learning about the role of red blood cells.	The structure and function of the respiratory system and you will understand the pathway of air through the respiratory system as well as knowing the role of respiratory muscles in breathing. This topic area includes the definitions of aerobic and anaerobic exercise and you should be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.
Cross-Curricular Links		Science	Science	Science	Science	Science
Sports Science (Vocational)	Unit 1 Fitness for sport and exercise - Learnign Aim - A.1, A.2. A.3 Topic A.1 Components of physical fitness Topic A.2 Components of skill-related fitness Topic A.3 Why fitness components are important for successful participation in given sports Topic A.4 Exercise intensity and how it can be determined	Unit 1 - Learning Aim - A.4, A.5, A6. Topic A.4 Exercise intensity and how it can be determined. Topic A.5 The basic principles of training (FITT). Topic A.6 Additional principles of training	Unit 1 - Learning Aim - B1, B.2. Topic B.1 Requirements for each of the following fitness training methods. Topic B.2 Additional requirements for each of the fitness training methods	Unit 1 - Learning Aim - B.3 Topic B.3 Fitness training methods for: Flexibility training, strength, musuclar endurance and power training, aerobic endurance training. Speed training,	Unit 1 - Learning Alm - C.1, C.2. Topic C.1 Fitness test methods for components of fitness. Topic C.2 Importance of fitness testing to sports performers and coaches	Unit 1 - Learning Aim - C.3, C.4. Topic C.3 Requirements for administration of each fitness test. Topic C.4 Interpretation of fitness test results.
Cross-Curricular Links	Science	Science	Science	Science	Science	Science
Music	1. Solo Performance Skills - Knowing how to practice. 2. Aural skills - Identifying Instruments and timbre. 3. Fusion music - key features and composition 4. Music technology - Using soundtrap, focus on sound, teams.	1. Solo performance assessment 2 - progressing and working on fluency. 2. Aural skills - listening to rhythm, metre and tonality. 3. Composing assessment - structure and melody. 4. Samba and Sala music. 5. Using technology - Focus on Sound	1. Solo performance assessment 3 - Progression, attaining fluency and accuracy. 2. Auracy - Listening to pitches and intervals. 3. Composing chords and tonality. 4. Musical theatre	1 Ensemble Performance 1 - how to communicate in a group and not talk! (Auracy) 2. Auracy - Listening to structure and melody. 3. Composing motifs, riffs and harmonic devices. 4. Music for Screen - Storyboarding and using techniques for emotional engagement. 5. <u>composing projects</u>	1. Ensemble Performance 2 - producing a performace as a group. 2. Auracy - Using skills effectively. 3. Composing Projects - Complete a piece of music. 4. Music for voice - understanding, comparing and assessing how the voice is manipluated	1. Performance Skills 6 - Final performance of the year. - Progress towards target grade. 2. Auracy - Identifying multiple features, understanding questions, end of year assessment. 3. Composition end of year assessment. 4. Instrumental Music - Music without words and emotions.
Cross-Curricular Links	Drama, Art, Geography, Science (Physics),	Drama, Art, Geography	Drama, Art, Science,	Drama, Art, Media Studies,English,	ICT, Drama, Art, Media, Science	Drama, Art, P.E, Science, English, ICT.
Drama	Stimulus Devised (workshops and practitioners) Students will take part in a variety of workshops looking in depth at drama practitioners and their techniques.	Stimulus (devised performance) Students will devise a 15 minute piece of drama based on a stimulus chosen by OCR. They will accompany the practical work with a written log book.	Lord of the Flies (practical exploration) Students will study the key themes, characters and Matthew Bournes ballet based on Lord of The Flies.	Lord of the Flies(Presenting and performing texts) Pupils will perform an extract from Lord of the Flies. It will be assessed according to the OCR grading criteria	Blood Brothers Students will begin to study Blood Brothers looking at structure, characterisation, themes , staging etc (section A of the exam)	Live Theatre: Students will study a selection of live theatre performances. These will be anylised (section B of the exam)
Cross-Curricular Links			English	English	English	English

Art	Advanced Colour Theory: Colour mixing, creating colour schemes, mixing tints and shades, responding to an artists' work, inverting colours OUTCOME: Students will have produced a colour wheel and a series of paintings dedicated to colour theory.	Advanced Drawing: Observational drawing, shading with pencils, gestural drawing, charcoal shading, photography and lighting. OUTCOME: A series of drawings and an (assessed) observational drawing of your own hand.	Food & Design: Observational drawing, lino printing (printmaking), transferring with carbon paper, string painting. OUTCOME: A series of drawings and paintings of food designs and artist copies, reductive lino print.	Food & Sculpture: Sculpture making using papier mache & modrock, pencil & felt tip drawing, origami (box folding), advertising, photography. OUTCOME: A series of drawings of donuts, a donut sculpture, advertising poster and packaging.	Fractured Portraiture Board 1: Portriat photography, drawing (tonally & colour), collage, magnification. OUTCOME: Series of portrait photographs, 3 drawings of portraits, 1 collage & drawing from collage.	Fractured Portraiture Board 1: Painting (Watercolour & acrylic), monoprinting, written annotation. OUTCOME: 2 paintings, monoprint, written annotation.
Cross-Curricular Links		Product Design	Food Nutrition	Food Nutrition, Business Studies	Product Design	English, Product Design
Child Development	LO1 Preconceptual care, roles of parenthood, male and female reproductive systems, Contraception, Conception, signs and symptoms of pregnancy.	LO 2 Antenatal care, health professionals, antenatal classes, Routine and specialised antenatal checks, Choices available for delivery, Stages of labour, Method of delivery, pain relief.	LO3 Postnatal checks on the newborn, Apgar, needs of the preterm baby, Postnatal provision for mother, baby and family, Conditions for development, acceptable patterns of behaviour.	LO4 How immunity can be acquired, recognise and treat common childhood illnesses. When to seek medical help, Diet related illnesses, Needs of an ill child, How to prepare a child or a stay in hospital.	LO5 Create a safe child friendly environment, Safety labelling, Common childhood accidents, social safety, internet safety.	R019 Understand the key factors when choosing equipment for babies from birth to 12 months, travel equipment, feeding equipment, sleeping equipment and clothing equipment.
Cross-Curricular Links	Science, RE, PSHE	Science	Science	Science, Food Nutrition	PSHE, Computing, Food Nutrition	Food Nutrition
GCSE Business	Introduction to Business. Introducing students to new terminology and concepts. A brief overview of marketing, finance, operations and functional areas as these are the key areas explored in the course.	1.1 Enterprise and Entrepreneurship. exploring what it means to set up a business. What the risks and rewards involved are in setting up a business. How can you make your business stand out from the crowd (e.g. added value)	1.2 spotting a business opportunity. the focus here is on the customer. Market research is the key component examined and how to give the customers what they want and need therefore gaining a competitive advantage.	1.3 Putting a business idea into practice. Looking at what a business hopes to achieve. What are the SMART targets. Introducing the first financial component of the course. This looks at costs, revenue, profit and cash flow. Also explores where money comes from in a business.	1.4 Making the business effective gives students the opportunity to explore what options there are when setting up a business in terms of ownerships types, location. Allows students to look at the marketing mix which is key to a business.	1.5 Understanding external influences. An important exploration of stakeholders since we are all stakeholders of a business. How technology, legislation, the economy and external factors impact businesses.
Cross-Curricular Links			Product Design	Maths		History (The Great Depression), Maths
Vocational Business	Introduction to Business. Introducing students to new terminology and concepts. A brief overview of marketing, finance, operations and functional areas as these are the key areas explored in the course.	R064 LO1 - The focus here is on the customer and knowing the customer. Students will look ar segmentation, market research and feedback. This is a vital part of the R065 coursework	R064 LO2 - Students look at the financial aspects of business. Students will look at revenue, costs, profit and break-even. They will need to practise these different types of formulae.	R064 LO3 - The students will look at the external environment and the impact it has on Business. Looking at how the wider world impacts business and how current affairs impact the business.	Ro64 LO4 - This looks at promotion and price and shows students how marketing impacts the business.	R064 LO5 - students will look at the different types of business ownership and how finance allows them to set up and run businesses.
Cross-Curricular Links	Maths	Product Design	Maths	History, PSHE	Maths	Maths