

Year 9 Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Blood Brothers (Contemporary Drama)</p> <p><i>This unit allows students to study a contemporary drama that deals with topical issues such as crime, poverty and discrimination, linking in to their work in PSHCE. Students will also develop the fluency of their analytical writing, building upon their work on inference and analysis in years 7 and 8.</i></p> <p>Select textual references and use them to support a perceptive interpretation of a text.</p> <p>Analyse writers' use of language and structure.</p> <p>Explore the relationship between a text and its context.</p>	<p>Dracula (Creative Writing)</p> <p><i>This unit allows students to explore a gothic novel and develop a love of Victorian literature in preparation for studying Jekyll and Hyde at GCSE. They will discuss and explore key events and develop confidence with their own creative writing using Dracula as a stimulus. They will work through different elements of creative writing in order to develop their understanding of how texts are structured and how writers create impact on their readers.</i></p> <p>To be able to communicate clearly, effectively and imaginatively.</p> <p>To be able to organise information and ideas, using structural and grammatical features.</p> <p>To be able to use a wide range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Exploring Texts (Reading Fiction and Non-fiction)</p> <p><i>Students will explore fiction and non-fiction texts from the 19th, 20th and 21st centuries which engage with a range of topical issues: climate change, racism, toxic masculinity, gender identity and mental health. They will discuss a range of perspectives on topical issues whilst developing their ability to write analytically and evaluatively.</i></p> <p>To be able to identify and interpret explicit and implicit information and ideas.</p> <p>To be able to explain and analyse the effect of writers' use of language and structure.</p> <p>To be able to use relevant subject terminology.</p> <p>To be able to evaluate texts critically, supported by appropriate textual references.</p>	<p>Romeo and Juliet (Shakespearean Drama)</p> <p><i>Students to explore a text and link to topical issues, such love, conflict, violence and disagreements within families. It allows opportunities for debate and discussion and the exploration of the difference between a play and a novel through the consideration of directors' choices.</i></p> <p>Be able to make inferences from a text.</p> <p>Be able to analyse language closely.</p> <p>Explore key themes in a play.</p> <p>To be able to explore the impact on different audiences.</p> <p>To be able to consider different interpretations of the play.</p> <p>To explore the writer's craft and make links between text and context.</p>	<p>Modern Novel (Transactional Writing)</p> <p><i>The unit allows students to explore different types of transactional writing, using a modern novel as a basis from which to produce writing in a variety of formats and for a variety of audiences. There are opportunities for discussion of topical issues such as racism, morality and the presentation of women. Students will also engage with non-fiction articles on similar topics.</i></p> <p>To be able to create engaging texts which communicate their ideas clearly, effectively and imaginatively.</p> <p>To be able to adapt their style, tone and register for different forms, purposes and audiences.</p> <p>To be able to make a counter-argument to a given view, addressing weaknesses and offering alternatives.</p> <p>To be able to present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions.</p> <p>To be able to experiment with a wide range of vocabulary, sentence structures and punctuation for effect.</p>	<p>Identity Poetry (Poetry)</p> <p><i>Students will study a range of poetry from different times, genres and socio-political contexts which all consider the issue of identity. Students will build upon their analysis skills whilst developing the ability to critically compare poems. There are opportunities for students to consider a range of perspectives on a variety of identity issues including race, gender and mental health.</i></p> <p>To be able to use quotations to support perceptive interpretations.</p> <p>To be able to make comparisons between poems.</p> <p>To be able to analyse language, form and structure.</p> <p>To be able to critically consider the relationship between text and context.</p>

Year 9 Long Term Overview



Science (unit rotation)	<p>Biology A</p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Cell biology and bioenergetics</p>	<p>Chemistry A</p> <p>Spiral curriculum themes: Matter and Reactions</p> <p>Atomic structure, bonding, structure and properties, quantitative chemistry</p>	<p>Physics A</p> <p>Energy</p>	<p>Chemistry B</p> <p>Spiral curriculum themes: Earth</p> <p>Chemical Changes and Energy Changes</p>	<p>Biology B</p> <p>Spiral curriculum themes: Genes</p> <p>Organisation and infection and response</p>	<p>Physics B</p> <p>Forces</p>
	<p>Biology A (Triple)</p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Ecology</p>	<p>Chemistry A (Triple)</p> <p>Spiral curriculum themes: Matter and Reactions</p> <p>Rate and Extent of Chemical Change, Organic Chemistry and Chemical Analysis</p>	<p>Physics A (Triple)</p> <p>Electricity, Particle model of matter and Atomic structure</p>	<p>Chemistry B (Triple)</p> <p>Spiral curriculum themes: Earth</p> <p>Chemistry of the Atmosphere and Using Resources</p>	<p>Biology B (Triple)</p> <p>Spiral curriculum themes: Genes</p> <p>Inheritance, variation and evolution. Homeostasis and response.</p>	<p>Physics B (Triple)</p> <p>Waves and magnets and electromagnets</p>
Maths	<p>Numbers, decimals, HCF, LCM, rounding</p> <ul style="list-style-type: none"> Order positive, negative and decimal numbers Use all four operations with positive, negative and decimal numbers Round numbers to an appropriate degree of accuracy Identify and use factors, multiples and prime numbers <p>Expressions, substitution, expanding and factorising</p> <ul style="list-style-type: none"> Use and interpret algebraic notation Substitute numerical values into formulae and expressions Simplify and manipulate algebraic expressions Rearrange formulae to change the subject <p>Angles, polygons and parallel lines</p> <ul style="list-style-type: none"> Use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; Understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle 	<p>Perimeter and area including circles</p> <ul style="list-style-type: none"> Indicate given values on a scale, including decimal value; Know that measurements using real numbers depend upon the choice of unit; Convert between units of measure within one system, including time and metric units to metric units of length, area and volume e.g. $1\text{ m} = 100\text{ cm}$; Make sensible estimates of a range of measures in everyday settings; Measure shapes to find perimeters and areas using a range of scales; Find the perimeter of rectangles and triangles, parallelograms and trapezia, compound shapes. Recall and use the formulae for the area of a triangle and rectangle, Find the area of a trapezium and recall the formula, Find the area of a parallelogram; Calculate areas and perimeters of compound shapes made from triangles and rectangles; <p>Indices and standards form</p> <ul style="list-style-type: none"> Use the index laws to simplify and evaluate expressions 	<p>Sequences</p> <ul style="list-style-type: none"> Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions (r^n where n is an integer and r is a rational number > 0 or a surd) and other sequences Deduce expressions to calculate the nth term of linear and quadratic sequences <p>Equations and inequalities</p> <ul style="list-style-type: none"> Understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors Understand and use standard mathematical formulae; rearrange formulae to change the subject Solve linear equations in one unknown algebraically Find approximate solutions using a graph Translate simple situations or procedures into algebraic expressions or formulae; derive an equation, solve the equation and interpret the solution Solve linear inequalities in one variable; represent the solution set on a number line 	<p>Probability</p> <ul style="list-style-type: none"> Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities <p>Surface area and volume</p> <ul style="list-style-type: none"> Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres Know and apply formulae to calculate volume of cuboids and other right prisms (including cylinders) Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified DP or SF); Use inequality notation to specify simple error intervals due to truncation or rounding Apply and interpret limits of accuracy, including upper and lower bounds 	<p>Ratio and proportion</p> <ul style="list-style-type: none"> Relate ratios to fractions and to linear functions Solve problems involving direct and inverse proportion, including graphical and algebraic representations Use compound units such as speed, rates of pay, unit pricing, density and pressure <p>Statistics</p> <ul style="list-style-type: none"> Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: Appropriate graphical representation involving discrete, continuous and grouped data, including box plots Appropriate measures of central tendency (median, mean, mode and modal class) and spread (range including consideration of outliers, quartiles and inter-quartile range) <p>Pythagoras and trigonometry</p> <ul style="list-style-type: none"> Apply the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures Know the formula for: Pythagoras' Theorem and trigonometric ratios, 	<p>Graphs</p> <ul style="list-style-type: none"> Use function machines to find coordinates Plot and draw graphs of $y = a$, $x = a$, $y = x$ and $y = -x$ Recognise straight-line graphs parallel to the axes Recognise that equations of the form $y = mx + c$ correspond to straight-line graphs in the coordinate plane Plot and draw graphs of straight lines of the form $y = mx + c$ using a table of values Sketch a graph of a linear function, using the gradient and y-intercept Identify and interpret gradient from an equation $y = mx + c$ Identify parallel lines from their equations Plot and draw graphs of straight lines in the form $ax + by = c$ Find the equation of a straight line from a graph Find the equation of the line through one point with a given gradient Find approximate solutions to a linear equation from a graph Find the gradient of a straight line from real-life graphs too

Year 9 Long Term Overview



	<ul style="list-style-type: none"> Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including ... the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs 	<ul style="list-style-type: none"> Understand negative, fractions and 0 indices and give estimates to such calculations Read and write both large and small numbers in standard form 	<p>Fractions and percentages</p> <ul style="list-style-type: none"> Interpret % and %changes as a fraction or a decimal, and interpret these multiplicatively; Express one quantity as a percentage of another; Compare two quantities using percentages; Work with percentages greater than 100%; Solve problems involving percentage change, original value and simple interest 		<ul style="list-style-type: none"> Apply them to find angles and lengths in right-angled triangles and where possible, general triangles in two and three dimensional figures 	
History	<p>How have disasters shaped the world?</p> <p><i>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</i></p> <p>Students will consider a range of social, economic and political factors that influenced disasters throughout time, drawing parallels and exploring differences. They will also consider the impact of natural disasters, linking to work completed in Geography.</p>	<p>What did travellers in the Third Reich discover?</p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Students will focus on the impact of the Nazis on ordinary people in Germany, considering how life changed for different groups of people. They will engage with extracts from Boyd's <i>Travellers in the Third Reich</i> to give them a new perspective on Nazi Germany and how the world viewed Hitler's dictatorship prior to WWII.</p>	<p>How should the Holocaust be remembered?</p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Students will learn about the deliberate persecution of Jewish people in Nazi Germany. They will learn about the origins of anti-Semitism and its development through history and evaluate the role of perpetrators, bystanders and resisters in the Holocaust. They will also consider how the Holocaust should be remembered.</p>	<p>Why did the Allies become enemies after WWII?</p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Students will explore the impact of the Cold War on the USSR, Europe and America. They will consider a range of events, exploring how the Cold War developed over time and how it changed the political and economic landscape in Europe. They will have the opportunity to engage with key Cold War historian Gaddis' text <i>The Cold War</i>.</p>	<p>How did people fight for equal rights?</p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Students will explore the fight for equal and civil rights, studying the civil rights movement in America and the Stonewall riots. They will explore the significance of these events, how they caused change and how their repercussions are still felt today.</p>	<p>How is conflict shaping the modern world?</p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Students will explore the challenging topic of wars in the 20th and 21st centuries, including World War II, 9/11 and the War on Terror, considering why these conflicts took place and the impact they have had on the world. Students will evaluate sources contemporary to the period and explore how different people view the conflicts.</p>

Year 9 Long Term Overview



Geography	<p>India</p> <p>An enquiry approach to exploring what India is like now and the challenges and opportunities it faces in the future.</p> <p>An understanding of physical and human features of a region within Asia.</p> <p>Understand key processes in relation to population, urbanisation, international development and economic activity.</p> <p>Considers the impact of TNCs and the issue of fast fashion. Build on knowledge of globes, maps and atlas'</p>	<p>Factfulness</p> <p>A focus on global development, how it is measured and why people have a pessimistic world-view.</p> <p>The unit is based on the book Factfulness and considers why people have a pessimistic world-view and challenges students to consider their understanding of the world using facts/data</p> <p>Off the map</p> <p>Develop place knowledge & deepen spatial awareness of the world's countries.</p> <p>Create an appreciation that some places are mysterious and still holds secrets. A discovery of the earth's more remarkable & least known places</p>	<p>Russia</p> <p>Development of locational knowledge and deepening of spatial awareness of Russia.</p> <p>A focus on the environmental regions, key physical and human characteristics and major cities located there.</p> <p>Understanding of the physical and human features of a region.</p>	<p>Migration</p> <p>An overview of migration with a focus on issues and approaches to managing the growing problem in the 21st century</p> <p>Consider the causes and the social, economic & environmental and consequences of global migration</p>	<p>Almighty Dollar</p> <p>A focus on global economy and different levels of development of countries.</p> <p>The unit is based on the book The Almighty Dollar and follows the journey of a dollar around the world considering global economics & development as well as sustainability and future energy production</p> <p>UK landscapes. An overview of the location of major upland/lowland areas and river systems of the UK.</p>	<p>River landscapes</p> <p>An understanding of how the shape of river valleys change downstream. How distinctive fluvial landscapes are created from different physical processes.</p> <p>A study. of the landforms of the River Tees as a UK example to support landform characteristics and formation.</p> <p>Different management strategies and how they can be used to protect river landscapes from the effect of flooding.</p> <p>An example of a flood management scheme (R. Calder Mytholmroyd).</p>
	<p>Religion, Peace and Conflict</p> <p>In this unit, students will explore the key concepts of:</p> <ul style="list-style-type: none"> • Peace and justice • Forgiveness and reconciliation • Religion and peacemaking • WMD • Violence and violent protest • Just war and holy war <p>In this unit, students will explore challenging concepts through the beliefs of different religions. They will engage with sensitive discussions and explore the impact of religious beliefs on the relationship between countries and individuals in the world today, considering the link between religious belief and political action.</p>	<p>Relationships and Family</p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarriage. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. • The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. 		<p>Christianity</p> <p>In this unit, students will engage more closely with the core teachings and beliefs of Christianity. They will consider concepts such as :</p> <p>Creation, The Trinity, The afterlife Nature of God Probleom of evil</p> <p>They will also look at the role of the Church in the community and the role the Church has with regard to charity.</p>		
Art	<p>Graffiti Art</p> <ul style="list-style-type: none"> - Drawing & painting - Photography - Mix media <p>Artist:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of graffiti art and its role in society and urban environment. • Record information from secondary sources and research the artist Banksy. 	<p>Arts Award</p> <ul style="list-style-type: none"> - Drawing & painting - Photography - Mix media - Clay <p>Artist:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of drawing and the relationship with photography. • Record information from both primary and secondary sources based upon the overarching 		<p>Art Award</p> <ul style="list-style-type: none"> - Drawing, painting & Clay <p>Drawing & painting techniques leading to 3D design</p> <p>Artist:</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of drawing and the relationship with the design process. • Record information from both primary and secondary sources based upon the overarching theme of 'Natural forms' using a range of materials and techniques. 		

Year 9 Long Term Overview



	<ul style="list-style-type: none"> Develop an understanding of layering and stencil art with an emphasis on line, colour, pattern, shape, form and symmetry Discuss and respond to the work of other artists and craftspeople from different cultures. Record, review and modify information in the light of previous knowledge. Respond to the artists work by creating a personalised stencil piece. 	<p>theme of 'Natural forms' using a range of materials and techniques.</p> <ul style="list-style-type: none"> Develop an understanding of the formal elements of art and design with an emphasis on line, colour, pattern, shape, form and symmetry Discuss and respond to the work of other artists and craftspeople from different cultures. Record, review and modify information in the light of previous knowledge. Respond in both two and three-dimensions on the theme of Natural Form. Students will build upon their making experience from yr7 and 8. 	<ul style="list-style-type: none"> Develop an understanding of the formal elements of art and design with an emphasis on line, colour, pattern, shape, form and symmetry Discuss and respond to the work of other artists and craftspeople from different cultures. Record, review and modify information in the light of previous knowledge. Respond in both two and three-dimensions on the theme of Natural Form. Students will build upon their experience from Term 1 			
DT	<p>Food Master chef</p> <p>Learners will be enhancing their presentation skills of various ingredients to make high quality and professional meals. Learners will create their own demanding food recipes and understand what professional presentation looks like in cooking.</p>	<p>Product Design De Stijl Inspired Desk Light</p> <p>Learners will use more technical practical skills to achieve a functioning desk lamp. Learners will look closer that design movements and use these to influence their design ideas. Learners will upcycle materials and give them a different function.</p>	<p>Textiles Decorative Wall Hanging Project</p> <p>Learners will upcycle a range of materials to create a decorative product. They will use various techniques including weaving and patchwork. Learners will be taking on a more 'abstract' approach to their designs.</p>			
PE	<p>Performance</p> <ul style="list-style-type: none"> evaluate own performance and that off a peer and plan and develop improvements during the lesson. prepare adequately to allow them to perform to maximal levels. apply rules to performances know and discuss how nutrition may influence performance and how it may differ from other sports. <p>Traditional Sports Football</p> <ul style="list-style-type: none"> demonstrate skills and techniques required to perform effectively at football. explore methods of motivating self to influence performance levels knowledge of nutrition and the health and performance benefits it may have. <p>Badminton</p> <ul style="list-style-type: none"> apply rules to performances in both doubles and singles matches. demonstrate skills and techniques required to perform effectively at badminton. adapt certain shots whilst under pressure in order to win the point. 	<p>Performance</p> <ul style="list-style-type: none"> evaluate own performance and that off a peer and plan and develop improvements during the lesson. prepare adequately to allow them to perform to maximal levels. apply rules to performances know and discuss how nutrition may influence performance and how it may differ from other sports. <p>Traditional Sports Badminton</p> <ul style="list-style-type: none"> apply rules to performances in both doubles and singles matches. demonstrate skills and techniques required to perform effectively at badminton. adapt certain shots whilst under pressure in order to win the point. <p>Rugby</p> <ul style="list-style-type: none"> participate in a game of rugby, using passing skills, evasive running skills, tactical knowledge, good and safe tackling technique. describe the rules and officiate in a game of rugby. 	<p>Performance</p> <ul style="list-style-type: none"> evaluate own performance and that off a peer and plan and develop improvements during the lesson. prepare adequately to allow them to perform to maximal levels. apply rules to performances examine 4 major systems and know how nutrition and planned programs may help keep athlete performing at their best. <p>Gymnastics</p> <ul style="list-style-type: none"> demonstrate skills and techniques required to perform various gymnastics moves. explore methods of motivating self to influence performance levels. apply competition rules to vaulting. <p>Gym and Fitness</p> <ul style="list-style-type: none"> Verbally talk through a potential training program for themselves and why they have selected that certain training method. Demonstrate an improved fitness level with use of fitness booklet showing how they have trained and what types of nutritional information and advice they would give themselves. 	<p>Performance</p> <ul style="list-style-type: none"> evaluate own performance and that off a peer and plan and develop improvements during the lesson using video analysis prepare adequately to allow them to perform to maximal levels. apply rules to performances <p>Non Traditional Tchoukball</p> <ul style="list-style-type: none"> demonstrate skills and techniques required to perform effectively in tchoukball. learn, know, and demonstrate tactical knowledge and drills used to help win the game. develop their knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball. <p>Trampolineing</p> <ul style="list-style-type: none"> apply specific techniques and vocabulary to performance understand how trampolining links to a healthy, active lifestyle and the benefits of this. <p>Handball</p> <ul style="list-style-type: none"> demonstrate skills and techniques required to perform effectively in handball. 	<p>Performance</p> <ul style="list-style-type: none"> evaluate own performance and that off a peer and plan and develop improvements during the lesson using video analysis prepare adequately to allow them to perform to maximal levels. apply rules to performances <p>Athletics</p> <ul style="list-style-type: none"> demonstrate skills and techniques required to perform effectively in various athletics events. use the self-motivation they learnt from year 7 and 8 to influence performance levels. apply competition rules to performances to ensure they do not get DNF or DIS. discuss training programs available to athletes of certain events and nutritional information that may improve performance 	<p>Performance</p> <ul style="list-style-type: none"> evaluate own performance and that off a peer and plan and develop improvements during the lesson using video analysis prepare adequately to allow them to perform to maximal levels. apply rules to performances <p>Summer Sports</p> <ul style="list-style-type: none"> develop further tactical knowledge and apply it across all striking and fielding sports. E.g. what handed batter they are so where will fielders be placed. further their understanding by learning correct technical language and understanding the meanings as this will help develop their knowledge on learning the rules. <p>Rounders</p> <ul style="list-style-type: none"> perform, develop and incorporate the skills of Receiving, Long Barrier, Throwing, Batting, Running, Backstop and Bowling in Rounder's. use their knowledge and understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. <p>Cricket</p> <ul style="list-style-type: none"> In cricket, understand safety and why

Year 9 Long Term Overview



				<ul style="list-style-type: none"> • Learn, know, and demonstrate tactical knowledge and drills used to help win in handball. • Develop knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball. • Develop the ability to use both hands. 		<p>equipment must be worn and used.</p> <p>Softball (Catching and Striking)</p> <ul style="list-style-type: none"> • understand which base the ball needs to get to in order to prevent opposition scoring.
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Year 9 Long Term Overview



Digital Literacy (Computing)	Digital Literacy		Website Production		Media Analysis	
	<p>NC Points 5, 7, 8 and 9</p> <p>Building on this unit in Y8, students will build on their use of Microsoft Teams for collaborative purposes, and in groups will create joint products with a focus on cross-platform working, utilising mobile devices as well as desktop PCs. They will investigate project management software and holding team members to account for their involvement. Learners will revisit e-safety with a focus on digital and social media ethics.</p> <p>Development from: Y1-Y6 HT1 e-safety. Y7 HT1-2 Digital Literacy, Y8 HT1-2 Digital Literacy Supporting: continuing safe and productive use of internet enabled devices and software throughout secondary Rationale: Collaborative, cloud-based working is an essential skill in the digital age and will be the norm for working in most industries using ICT. This area of e-safety can cause difficult and long-term pastoral problems in secondary.</p> <ul style="list-style-type: none"> 		<p>NC Points 1, 3 and 7</p> <p>This unit introduces learners to website design in Adobe Dreamweaver. They will learn how to use HTML5/CSS coding to link pages together and add content to create a formal and professional looking website. They will learn how to add functionality through coding, and address a wide audience, including those with a visual impairment. Learners will plan their websites and decide on an appropriate web-safe house style which will be replicated in Dreamweaver.</p> <p>Development from: Y2, Y3, Y5. Y6 HT2 coding Supporting: KS4 options Art, photography, CMP, iMedia, media studies. Rationale: learners will gain exposure to programming in a text-based environment and understanding the constructs of web design for business is important cultural capital in the digital age.</p>		<p>NC Points 7 and 8</p> <p>This unit will provide learners with a skillset with which they can deconstruct media texts from multiple sectors, analysing their form and content and linking features to suitability for their intended audience(s). This will also require understanding of audience factors and characteristics. Learners will compare real-world media products and how they construct meaning for their audiences.</p> <p>Development from: Y4 HT2 writing for different audiences Supporting: KS4 options CMP, iMedia, media studies, as well as English literature and language Rationale: learners will improve their ability to analyse media rather than passively consume it, by being provided with a range of vocabulary and literary techniques. This will improve their analytical skills across different subjects and will help students concentrate on coursework assignments in CMP and media studies, rather than having to learn concepts first.</p>	
MFL : Spanish	¿Quién soy?	¿Qué quiero conseguir?	La experiencia de los jóvenes	¿Cómo construir un mundo mejor?	Lo mejor de mi región	Exploramos la cultura hispánica
	<p>Students will:</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. describe themselves, their families and friends. draw comparisons between themselves and others. describe their relationships with their family and friends. describe their hobbies and interests. explain what subjects they'd like to study for GCSE.. explain their ambitions for the future. 	<p>Students will:</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. describe their life at school and their preferences around school subjects. explain what subjects they're going to study for GCSE and why. explain whether they would like to engage in further study. explain what job they would like to do and why. describe their ambitions for the future. 	<p>Students will:</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. consider the role that technology and social media plays in our lives. evaluate and express whether this is a force for good. consider some of the pressures which students might face within and out of school. identify and advise on how we can work to manage these. 	<p>Students will:</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. consider the environmental issues facing the world today. learn how Spanish-speaking countries are being affected by environmental issues. consider what we can do in order to help protect the natural world. consider other issues facing societies and what we can do to make a positive contribution. 	<p>Students will:</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. describe the main features of their region. express their own opinion around their region explain how they would change their region if they had the opportunity. consider how areas around the world have changed over time. 	<p>Students will:</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics. work with authentic Spanish language literature and cinema summarise and analyse Spanish language literature and cinema produce their own creative work in Spanish
Performing Arts	Drama: Collaboration as a Theatre Company	Drama: Cross Curricular Realisation – Jekyll and Hyde	Drama: Theatre in Education	Drama: Exploring Practitioners	Drama: Exploring Practitioners	Drama: Round up and Revision
	<ul style="list-style-type: none"> Collaborate as a theatre company in order to realise a performance in the style of Berkoff 	<ul style="list-style-type: none"> Understand the skills and cross overs between exploring a text in English and drama 	<ul style="list-style-type: none"> Understand the stylistic elements of TiE Collaborate in groups in the realisation of TiE performance 	<ul style="list-style-type: none"> Recall a range of different and diverse practitioners who are influential in the world of theatre Understand and develop material 	<ul style="list-style-type: none"> Recall a range of different and diverse practitioners who are influential in the world of theatre Understand and develop material 	<ul style="list-style-type: none"> Take part in a series of workshops that help consolidate and recap learning over KS3 Understand the main purpose of theatre

Year 9 Long Term Overview



<ul style="list-style-type: none"> • Use effective rehearsal techniques and conventions to create a performance that fit with the practitioner's style • Understand how thorough research informs a piece of theatre and gives a clear context to the audience • Fully realise roles within a theatre company • Effectively develop characters using thoughtful and well-rehearsed characterisation elements <p>Music: Confidence post covid and singing skills – building on Y8 singing skills</p> <ul style="list-style-type: none"> • Develop skills to sing and to use their voices • Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations • Sing as part of an ensemble, duo and solo • Students identify their ability to sing long phrases well • Recognise the value of deep breathing and breath control • Students increase their ability to sing the song with accurate pitch and rhythm and positively assess their performance 	<ul style="list-style-type: none"> • Recall the plot, characters and key themes from the play • Critically analyse the play from a literary and production perspective • Review the performance effectively using a range of theatre related vocabulary • Begin to develop own ideas in a range of roles to create their own interpretation of Jekyll and Hyde <p>Music: Perfecting Performance</p> <ul style="list-style-type: none"> • Develop practical skills on a range of instruments as a soloist and in duets • Develop skills in reading and writing music on a traditional stave, using correct symbols and notation • Effectively use rehearsal time and reflect regularly on progress of skill development • Understand the different ways music can be written according to the instrument, style, genre and culture 	<ul style="list-style-type: none"> • Understand the importance of creating a performance for a specific audience • Create an effective performance that has an affiliation for the needs of students at Appleton Academy • Perform the final realisation to a select audience of target criteria <p>Music: Perfecting Performance</p> <ul style="list-style-type: none"> • Develop practical skills on a range of instruments as a soloist and in duets • Develop skills in reading and writing music on a traditional stave, using correct symbols and notation • Effectively use rehearsal time and reflect regularly on progress of skill development • Understand the different ways music can be written according to the instrument, style, genre and culture 	<p>according to each practitioner</p> <ul style="list-style-type: none"> • Analyse and critique the methods of each practitioner, forming own opinions on preferences and styles • Develop one piece of material into a fully realised performance • Evaluate the end performance, ensuring thorough use of theatrical terms and vocabulary <p>Music: Composing in a Variety of Styles and Media</p> <ul style="list-style-type: none"> • Develop composing skills to organise musical ideas and make use of appropriate resources • Develop awareness of a variety of instruments, styles and approaches to performing and composing • Develop awareness of music technologies and their use in the creation and presentation of music • Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology 	<p>according to each practitioner</p> <ul style="list-style-type: none"> • Analyse and critique the methods of each practitioner, forming own opinions on preferences and styles • Develop one piece of material into a fully realised performance • Evaluate the end performance, ensuring thorough use of theatrical terms and vocabulary <p>Music: Composing in a Variety of Styles and Media</p> <ul style="list-style-type: none"> • Develop composing skills to organise musical ideas and make use of appropriate resources • Develop awareness of a variety of instruments, styles and approaches to performing and composing • Develop awareness of music technologies and their use in the creation and presentation of music • Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology 	<p>and the power it has to influence and make change</p> <ul style="list-style-type: none"> • Explore creativity and allow learners to engage in creating performance in their own style and for their own personal development <p>Music: Listening and Appraising</p> <ul style="list-style-type: none"> • Explore 3 areas of study: musical forms and devices, music for ensemble, film music, popular music • Engage in listening and appraising tasks for each area of study • Reflect and evaluate own progress in listening and appraising for each area of study • Understand how all skills taught in KS3 translate over to KS4 and what is required of learners at KS4
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