

Year 9 Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Run Rebel, Manjit Mann (Lang AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters</p>	<p>Exploring Texts (local Heroes) (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Language analysis Evaluate experiences Evaluate viewpoints Writing for purpose audience format. Technical accuracy</p> <p>Knowledge: Rhetorical devices Transactional writing structure Socratic writing.</p>	<p>Dracula/Gothic Writing (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Creating imagery Using descriptive techniques Responding to prompts Technical accuracy Language analysis Structure analysis (motif/repetition/sentence types)</p> <p>Knowledge: Language devices Original writing structure Genre conventions</p>	<p>Identity Poetry (Lit AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Approach an unseen text</p>	<p>Blood Brothers (Lit AO1 AO2 AO3 AO7 AO8 AO9)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Dramatic conventions</p>	<p>Romeo and Juliet (Lit AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Themes Dramatic conventions</p>
Maths	<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 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 <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 	<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 and capacity e.g. $1\text{m} = 1\text{cm}^3$; 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 	<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>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 	<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>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, Apply them to find angles and lengths in right-angled triangles and where possible, general triangles in two- and three-dimensional figures <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, 	<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

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	<ul style="list-style-type: none"> Simplify and manipulate algebraic expressions Rearrange formulae to change the subject <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>made from triangles and rectangles.</p> <p>Indices and standard form</p> <ul style="list-style-type: none"> Use the index laws to simplify and evaluate expressions Understand negative, fractions and 0 indices and give estimates to such calculations Read and write both large and small numbers in standard form. 	<p>progressions (rn where n is an integer and r is a rational number > 0 or a surd) and other sequences</p> <ul style="list-style-type: none"> Deduce expressions to calculate the nth term of linear and quadratic sequences <p>Fractions and percentages</p> <ul style="list-style-type: none"> Interpret percentages and percentage 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 		<p>continuous and grouped data, including box plots</p> <ul style="list-style-type: none"> Appropriate measures of central tendency (median, mean, mode and modal class) and spread (range including consideration of outliers, quartiles and inter-quartile range) 	
Science (Unit Rotation)	<p>Biology</p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Cell biology and bioenergetics</p>	<p>Chemistry</p> <p>The Earth and Atmosphere</p> <p>Physics</p> <p>Electromagnrts</p>	<p>Science Skills</p> <p>How to revise Exam skills Science Practical skills</p>	<p>Biology</p> <p>Cells, enzymes, movement of particles</p> <p>Chemistry</p> <p>Atoms, periodic table, separatrng mixtures</p>	<p>Physics</p> <p>Energy Waves and EM spectrum</p>	<p>Biology</p> <p>Health and disease</p>
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>Pupils 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>How did the Third Reich impact the people of Germany?</p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Pupils 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>A Village in the Third Reich</i> and <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>Why is it important that we remember the Holocaust?</p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Pupils will learn about the deliberate persecution of Jewish people in Nazi Germany. They will learn about the origins of antisemitism 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>Pupils will explore the impact of the Cold War on the USSR, Europe, Asia 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 and the wider world.</p>	<p>Can protests bring about change?</p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Pupils will explore the fight for equal and civil rights, studying events from the Chartists and the Suffragettes to 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>Who were the River Kings?</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>Pupils will explore a pre-1066 case study, considering the movement of people across the continent and Britain's interaction with the wider world, engaging with a range of extracts from Cat Jarman's <i>River Kings: A New History of the Vikings from Scandinavia to the Silk Roads.</i></p>

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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. An understanding of physical and human features of a region within Asia. Understand key processes in relation to population, urbanisation, international development and economic activity. Considers the impact of TNCs and the issue of fast fashion. Build on knowledge of globes, maps and atlas'</p>	<p>Off The Map</p> <p>Develop place knowledge & deepen spatial awareness of the world's countries. Create an appreciation that some places are mysterious and still holds secrets. A discovery of the earth's more remarkable and least known places</p> <p>Russia</p> <p>Development of locational knowledge and deepening of spatial awareness of Russia. A focus on the environmental regions, key physical and human characteristics and major cities located there. Understanding of the physical and human features of a region.</p>	<p>Ecosystems</p> <p>An understanding of the interconnections formed within ecosystems and biomes. A focus on climate and links to vegetation and animal populations and how they adapt to their environments</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 Consider the causes and the social, economic & environmental and consequences of global migration</p>	<p>River Landscapes</p> <p>An understanding of how the shape of river valleys change downstream.</p> <p>How distinctive fluvial landscapes are created from different physical processes. A study of the landforms of the R.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. An example of a flood management scheme (R. Calder Mytholmroyd).</p>	<p>Geographical Enquiry</p> <p>An enquiry approach to fieldwork. This will include fieldwork techniques such as: data collection techniques and data presentation.</p> <p>A focus on how to interpret data, make conclusions and analyse results.</p>
RE	<p>What makes you a Muslim in Modern Britain? (Islam)</p> <p>Pupils explore the nature of God in Islam and examples from the view of Muslims – similarities are drawn to other religion on how God is understood.</p> <p>The 5 Pillars, festivals & pilgrimage are explored, and pupils evaluate why some Muslims may not be able to carry out certain practices for a variety of reasons. British values are also touched upon (e.g., Respect/diversity) and the idea of 'modern' is explored with pupils.</p>		<p>What's the difference humans and God? (Christian beliefs /Atheism)</p> <p>Pupils revisit the key beliefs about God in the previous unit on Islam with examples from Christianity and the Trinity.</p> <p>Pupils look at the story of creation and original sin and evaluate different views on the origins of life.</p> <p>Pupils explore key stories from the Bible such as crucifixion & resurrection.</p>		<p>Buddhism – Can everyone become Buddha?</p> <p>Pupils explore the 4 noble truths in Buddhism and the Buddhism and the Buddha's back story.</p> <p>Pupils give everyday examples for each of the Noble Truths ,alongside exploring, human destiny and personality. This unit ends with the Eightfold Path rather than at the start so pupils can reflect on the key actions discussed throughout the year to give examples of how we can be better citizen.</p> <p>This unit is an opportunity to explore Buddhism as a belief system but also as a way of life.</p>	
PSHCE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Staying healthy • Body image • Healthy relationships • Passive, aggressive and assertive behaviour • FGM • Knife crime • Risks of drug use 		<p>Relationships</p> <ul style="list-style-type: none"> • Intimate relationships • Contraception • STIs • Family conflict • Relationship abuse <p>Relationships in the media</p>		<p>Living in the wider world</p> <ul style="list-style-type: none"> • Employability • Career pathways • Goal setting • Rights and responsibilities • My online presence <p>Dealing with concerns online.</p>	
Art (Unit Carousel)	<p>Underwater World</p> <p>In this unit pupils will explore the visual element of the ocean. They will study closely the images, shapes, colours, textures and tones of sea life and use this visual knowledge to inform their work. Pupils will explore a wide range of concepts including composition, selection, framing, drawing, design and abstraction, culminating in a three dimensional final piece.</p> <p>They will explore the work of artists, capturing underwater art in different mediums.</p> <p>They will develop their skills in a range of media including pencil, ink, pen and clay.</p>		<p>Portraiture</p> <p>Pupils will develop their drawing accuracy and establish cross curricular links with biology. They will explore three dimensional drawing and application of texture/colour/tone/shade to shown shape and form in preparation for GCSE.</p> <p>In lessons they will explore and develop their mark making skills through the use of the formal elements.</p> <ul style="list-style-type: none"> -Develop ideas and increase proficiency in their execution. - Analyse and evaluate work to strengthen the visual impact. 		<p>Surrealism</p> <p>Pupils will develop their drawing accuracy and establish cross curricular links with English and creative writing. They will explore three-dimensional drawing and application of textile/colour/tone/shade to shown shape and form in preparation for GCSE.</p> <p>Pupils will look at how to draw in both a realistic and surreal styles focusing on proportion and perspective drawing.</p> <p>This work will build from the project of portraiture after looking at how to draw features of the face with accuracy.</p>	

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	<p>Exploring the concept of 'underwater world' then produce a clay sculpture form in the style of studied artists during the term based upon the underwater world theme</p>	<ul style="list-style-type: none"> · Appraise their work through self and peer assessment. · Expand their understanding of the potential of both wet and dry art materials. 		
DT (Unit Carousel)	<p>Food Mini GCSE – The Thirsty Camel</p> <p>Pupils will be completing this rotation in the style of GCSE coursework and will be given a brief and use macro and micronutrient knowledge to complete a nutritional analysis on the two consumers. They will;</p> <ul style="list-style-type: none"> • research different cooking methods used in suitable dishes and how that can impact nutrition. • focus on creating dishes that showcase more skills and enhance their presentation skills of various ingredients to make high quality and professional meals. Blending, chopping, dicing, julienne, baton, creaming, all in one, mixing, whisking, kneading, proving, shaping, weighing accurately, measuring accurately, baking, boiling, chilling, frying, reducing. Mincing, caramelising, 	<p>Product Design Mini GCSE Desk Light Project</p> <p>Pupils will use more technical practical skills to achieve a functioning desk lamp.</p> <p>They will use previous knowledge to develop ideas and skills for the lamp design as well as taking influence from the independent focussed research.</p>	<p>Textiles Protection</p> <p>Pupils will be introduced to a GCSE style theme 'Protection' form which to develop a personal response.</p> <p>Pupils will refine their KS3 skills & knowledge and explore a range of modelling, pattern making and fabric manipulation techniques to develop a piece of armour.</p> <p>Pupils will explore the theme of Protection through natural and man-made forms to develop an original final piece.</p>	
PE	<p>Performance</p> <ul style="list-style-type: none"> • evaluate own performance and that of a peer and plan and develop improvements during the lesson. • prepare adequately to allow them to perform to maximal levels. • apply rules to performances <p>Traditional Sports</p> <p>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>OAA</p> <ul style="list-style-type: none"> • Develop team building skills to solve problems and complete tasks. • Build up resilience and put resilience into practice when using the climbing wall. • Pupils will explore methods of motivating self to influence performance levels. 	<p>Performance</p> <ul style="list-style-type: none"> • evaluate own performance and that of a peer and plan and develop improvements during the lesson. • prepare adequately to allow them to perform to maximal levels. • apply rules to performances <p>Non-traditional 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>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 	<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 	<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,

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		<ul style="list-style-type: none"> 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. 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>improve performance</p>	<p>Long Barrier, Throwing, Batting, Running, Backstop and Bowling in Rounder's.</p> <ul style="list-style-type: none"> use their knowledge and understanding to perform, refine and adapt these 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 equipment must be worn and used. <p>Softball (Catching and Striking) understand which base the ball needs to get to in order to prevent opposition scoring.</p>		
ICT	<p>Digital Literacy</p> <p>NC Points 5, 7, 8 and 9</p> <p>Building on this unit in Y8, pupils 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>	<p>Fundamentals of Programming</p> <p>NC Points 1, 2, 3, 4 and 6</p> <p>This unit builds on the textual programming skills touched on in previous years, alongside further investigation into the fundamental principles of computational abstractions. Pupils will understand key algorithms and logical arguments to design programs to solve real-world problems.</p> <p>Development from: Y2, Y3, Y5, Y6 HT2 coding Supporting: KS4 options computer science, ICT. Rationale: pupils will gain exposure to programming in a text-based environment, and understanding the constructs of program design for business is important cultural capital in the digital age.</p>	<p>Spreadsheets and Databases</p> <p>NC Points 1, 2 and 3</p> <p>This unit will introduce spreadsheets and databases to pupils, to model the state and behaviour of real-world problems. They will make appropriate use of data structures, for example, lists, tables and arrays and a variety of spreadsheet and database functions and features to solve problems.</p> <p>Development from: Y3 HT3, Y4 HT4, Y5 HT3-4 Spreadsheets and Databases Supporting: KS4 option WJEC ICT, use of Excel in other options such as sport or health and social. Rationale: pupils will improve their ability to format and analyse data and predict outcomes to scenarios. Pupils will understand data types and how they interact, are structured and can be analysed. Key spreadsheet skills will be covered as a general life skill in adulthood.</p>			
MFL (Spanish)	<p>¿Quién soy?</p> <p>Pupils 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. 	<p>¿Qué quiero conseguir?</p> <p>Pupils 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. 	<p>La experiencia de los jóvenes</p> <p>Pupils 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. 	<p>¿Cómo construir un mundo mejor?</p> <p>Pupils 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 	<p>Lo mejor de mi región</p> <p>Pupils 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. 	<p>Exploramos la cultura hispánica</p> <p>Pupils 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

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> evaluate and express whether this is a force for good. consider some of the pressures which pupils might face within and out of school. identify and advise on how we can work to manage these. 	<p>are being affected by environmental issues.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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>language literature and cinema</p> <ul style="list-style-type: none"> produce their own creative work in Spanish.
Music	<p>Dance Music: March Music</p> <p>Through the use of keyboards pupils will:</p> <ul style="list-style-type: none"> Use more specific musical vocabulary <i>e.g. tempo, instrumentation, form and structure, dynamics</i> to make connections between different types and styles of dance and the music which would accompany them. Identify more complex musical features and the elements of music in a broader range of dance music from different times and places. Perform a range of more advanced dance music showing awareness of the stylistic features of the music Understand simple time (2/4, 3/4 and 4/4) in dance music. Use Chords I, IV, V, V7 and seventh chords when performing a range of dance music. Recognise and demonstrate characteristic rhythms of specific dance music genres 	<p>Dance Music: Tango</p> <p>With a focus on ukulele and guitar, pupils will:</p> <ul style="list-style-type: none"> Use more specific musical vocabulary <i>e.g. tempo, instrumentation, form and structure, dynamics</i> to make connections between different types and styles of dance and the music which would accompany them. Identify more complex musical features and the elements of music in a broader range of dance music from different times and places. Perform a range of more advanced dance music showing awareness of the stylistic features of the music Understand simple time (2/4, 3/4 and 4/4) in dance music. Use Chords I, IV, V, V7 and seventh chords when performing a range of dance music. Recognise and demonstrate characteristic rhythms of specific dance music genres Create structured pieces of dance music within a specific genre showing good awareness of 	<p>Dance Music: Disco</p> <p>With a focus on keyboard, vocals and drumkit:</p> <ul style="list-style-type: none"> Describing the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary. Performing independent parts of well-known songs on their own and in an ensemble. Use the words "Conjunct" and "Disjunct" when describing melodic motion aurally and when looking at melodies in staff notation. Understand and use all elements and terms relating to popular song structure through listening and appraising and performing. Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening. 	<p>Dance Music: Disco II (Ensemble)</p> <p>With a focus on drum kit:</p> <ul style="list-style-type: none"> Recognise and demonstrate characteristic rhythms of specific dance music genres i.e. Four to the Floor Performing independent parts of well-known songs on their own and in an ensemble. Performing a more complex part within a group arrangement of a popular song consisting of more than one part <i>e.g. verses and repeating chorus from a Lead Sheet.</i> Understand and use all elements and terms relating to popular song structure Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening. 	<p>Sequencing Music – Grime</p> <p>Through keyboards and music technology pupils will:</p> <ul style="list-style-type: none"> Listen and analyse Grime Music and develop an understanding of how music is put together. Explore the social, political and historical influences that impacted Grime Music and it's development. Input complex melodic riffs using Bandlab. Develop previously acquired skills on Bandlab and learn how to use effects to enhance music by manipulating sound. Create and refine an arrangement of Stormzy – Shutup. 	<p>Creating Music – EDM</p> <p>Through keyboards and music technology pupils will:</p> <ul style="list-style-type: none"> Listen and analyse Music from EDM genre including House, Techno and DnB. Explore the structure and use of musical patterns to create a successful dance track. Compose melodic riffs, chord patterns and bass lines. Sample and edit vocal tracks through live recordings or pre-selected samples. Compose, arrange or sequence an Electronic Dance track.

Year 9 Long Term Overview



		musical elements, features and structures typical of the style.				
Drama	<p>Theatre in Education (Joyride)</p> <ul style="list-style-type: none"> Learn about Theatre in Education, identifying its key features and purpose. Analyse short excerpts and the techniques used to communicate with the audience. Explore key issues and their target audiences. Use of epic theatre and other non-naturalistic techniques. Consider lighting and set design for key moments. Devise and perform a TIE performance based on a given brief and target audience. An alternative option has been provided to support pupils with lacking confidence – Joy Ride. 	<p>Soap Opera</p> <ul style="list-style-type: none"> Explore this history of Soap Operas and its features and consider its success within current society. Identify stock characters and locations in Soap Operas. Perform scripted extracts from popular Soap Operas. Explore characteristics and how to recreate them through physical and vocal skills. Create a soap opera script using stylistic techniques and stock characters from the style. This can be performed as a radio play or on stage. 	<p>Verbatim Theatre I</p> <ul style="list-style-type: none"> Learn about Verbatim Theatre identifying its key features and purpose. Analyse short excerpts and the techniques. Explore practitioners and playwrights work based on society & politics. Katie Mitchell and Emma Rice Response to a variety of stimuli. Analyse sound and lighting as part of set design. Perform extracts from A Night on The Town Analyse and evaluate own work. 	<p>Verbatim Theatre II</p> <ul style="list-style-type: none"> Develop knowledge and understanding of Verbatim Theatre through study of production company The Paper Birds. Create own theatre company with appropriate roles in performance and design. Explore and select a socio-political event and devise a piece in response using appropriate techniques and demonstrating audience sensitivity. Analyse and evaluate own work. 	<p>Macbeth</p> <p>Pupils will:</p> <ul style="list-style-type: none"> Watch National Theatre version of Macbeth. Analyse and evaluate the performance with a Live Theatre Review. Analyse and evaluate the use of set and costume. Consider and compare other adaptations of Macbeth and make informed opinions/decisions about own interpretations. Work through each scene creating designs around set, lighting, sound and costume. Perform key scenes from Macbeth in small and large ensembles. 	