	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Run Rebel, Manjeet Mann (Lang AO1 AO2 AO3 AO4) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters	Exploring Texts (local Heroes) (Lang AO1 AO2 AO5 AO6) Skills: Language analysis Evaluate experiences Evaluate viewpoints Writing for purpose audience format. Technical accuracy Knowledge: Rhetorical devices Transactional writing structure Socratic writing.	Gothic (Lang AO1 AO2 AO5 AO6) Skills: Creating imagery Using descriptive techniques Responding to prompts Technical accuracy Language analysis Structure analysis (motif/repetition/sentence types) Knowledge: Language devices Original writing structure Genre conventions	Identity Poetry (Lit AO1 AO2 AO3 AO4) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters Approach an unseen text	Blood Brothers (Lit AO1 AO2 AO3 AO7 AO8 AO9) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters Dramatic conventions	Romeo and Juliet (Lit AO1 AO2 AO3 AO4) Skills: Analysis Exam Technique Knowledge: Quotes Context Characters Themes Dramatic conventions
Maths	**Numbers, decimals, HCF, LCM, rounding** • 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 **Expressions, substitution, expanding and factorising** • Use and interpret algebraic notation • Substitute numerical values into formulae and expressions • Simplify and manipulate algebraic expressions • Rearrange formulae to change the subject **Angles, polygons and parallel lines** • Use the standard conventions for labelling and referring to the sides and angles of triangles;	**Perimeter and area including circles** • 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. 1ml = 1cm3; • 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,	**Sequences** • Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions (rn 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 **Equations and inequalities** • 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	**Probability** • 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 **Surface area and volume** • 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	**Ratio and proportion** • 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 **Statistics** • 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)	**Graphs** • 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

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	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	• Find the area of a parallelogram; • Calculate areas and perimeters of compound shapes made from triangles and rectangles. **Indices and standards form** • 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.	• 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 **Fractions and percentages** • 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	due to truncation or rounding • Apply and interpret limits of accuracy, including upper and lower bounds	**Pythagoras and trigonometry** • 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	• Find approximate solutions to a linear equation from a graph • Find the gradient of a straight line from real-life graphs too
Science	**Electromagnets 1** You will be able to… …Describe the structure of an atom and identify protons, neutrons, and electrons. …Explain the concept of positive and negative charges. …understand that opposite charges attract and like charges repel. ·…describe how static electricity is generated through friction. …explain everyday phenomena	**Electromagnets 2** You will be able to… …accurately describe how an electric current produces a magnetic field. …explain the concept of a magnetic field around a current-carrying wire. **…** explain how an electromagnet works, including the role of the iron core and coiled wire. … identify and explain the factors that affect the strength of an electromagnet (number of coils, current, core material). …explain how to increase or decrease	**Cells** You will be able to… …draw the 3 types of cell …describe the functions of organelles …explain the functions of organelles. …explain how to use a microscope Radioactivity You will be able to… …name the types of radioactivity …describe the features of each type. …describe the dangers and uses of radiation.	**Atomic Structure** You will be able to… …describe the features of sub-atomic particles …represent the electronic structure of atoms …define the term isotope **Digestive system** You will be able to… …name the parts of the digestive system …describe their roles …explain how enzymes function …name and describe digestive enzymes	**Compounds, Elements & Mixtures** You will be able to… …distinguish between different substances …explain the differences between different substances …describe experiments methods used to separate different substances **Health & Disease** You will be able to… …define the terms 'communicable and	**Metals & Non-metals** You will be able to… …state the properties of metals …describe the differences between metals and non-metals …explain the reactivity of metals and non-metals **Conservation of Energy** You will be able to… …mane the different energy stores …define the 'las of conservation of energy'

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	involving static electricity (e.g., lightning, dust attraction). …understand the dangers of static electricity. **Earth 2** You will be able to… … distinguish between climate and weather, and describe how climate varies globally. **…**accurately describe the carbon cycle and explain how carbon moves through different Earth systems. **…** explain how human activities contribute to climate change, particularly through greenhouse gas emissions.	the strength of an electromagnet **Maths Skills in Science** Bespoke topics geared to helping students to use mathematical skills in a scientific context.		Waves & EM Spectrum You will be able to… …describe different types of waves …describe the features of light …describe how light is reflected …describe how colours arise …name the features of the EM Spectrum and describe the dangers and uses of EM waves	non-communicable disease' …explain the differences between them …identify different pathogens and their features …describe how pathogens/disease spreads	and apply it to given scenarios …calculate Ek and Ep …describe the benefits and drawbacks of different energy resources
History	**How have disasters shaped the world?** *The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066* 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.	**Was the Russian Revolution 'a people's tragedy'?** *A study of a significant society or issue in world history and its interconnections with other world developments* Students will learn about the Russian Revolution by exploring its causes and consequences, including the ideological impact of communism. They will build on their understanding by considering the impact of WWI on Russia. They will consider different interpretations of the revolution and its impact and engage with a range of extracts from Orlando Figes' *A People's Tragedy*.	**How did the Third Reich impact the people of Germany?** *Challenges for Britain, Europe and the wider world 1901 to the present day* 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 *A Village in the Third Reich* and *Travellers in the Third Reich* to give them a new perspective on Nazi Germany and how the world viewed Hitler's dictatorship prior to WWII.	**Why is it important that we remember the Holocaust?** *Challenges for Britain, Europe and the wider world 1901 to the present day* Students 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 resistors in the Holocaust. They will also consider how the Holocaust should be remembered.	**Why did the Allies become enemies after WWII?** *A study of a significant society or issue in world history and its interconnections with other world developments* Students 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.	**Who were the River Kings?** *The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.* Students 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 *River Kings: A New History of the Vikings from Scandinavia to the Silk Roads*.

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Geography	**Ecosystems** 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	**Africa** An enquiry approach to exploring what Africa is like now and the challenges and opportunities it faces in the future. An understanding of physical and human features of a region within Africa. Understand key processes in relation to population, urbanisation, international development and economic activity. Considers the impact of development in different African countries and how we can help or hinder them	**Migration** Development of understanding to give a general overview of global migration. Understanding of the push and pull factors to identify why people, move to a place and move out of a place. Develop understanding of the advantages and disadvantages of refugees for the host country and origin country and examine these. 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	**Russia** 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.	**Glaciation** Develops an understanding of physical geography by considering how physical processes shape the land and the distinctive landforms that are created Develops an understanding of how human and physical processes influence and change landscapes using place-based exemplars Lake District How much human activity relies on the effecting functioning of natural systems	**India** 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'
RE	**What does it mean to be a Muslim in Modern Britain today?** **Knowledge:** Understand **key beliefs and practices** in Islam (e.g. prayer, fasting, charity). **Explore how** British Muslims express their faith in everyday life. Learn about the **diversity within the Muslim community** in the UK. Recognise challenges and contributions of Muslims in modern British society. **Skills:** **Analyse how beliefs influence** identity and lifestyle. Compare different experiences of Muslims in Britain today. Discuss issues of **faith, culture & integration** with **respect & empathy**. Reflect on how religion shapes personal and community values.		**What does it mean to be a Christian in Modern Britain today?** **Knowledge:** Understand key **Christian beliefs** and practices (e.g**. love, forgiveness, prayer, worship**). Explore how Christians express their faith in daily life and in society. Learn about the diversity within Christianity in Britain. Recognise the role of Christianity in shaping British culture, values, and public life. Understand **challenges** and opportunities Christians face today. **Skills:** Analyse how faith **influence's identity, behaviour**, and community involvement. Compare different Christian experiences and expressions of faith in Britain today**. Discuss**		**How does religion link to peace & conflict?** **Knowledge:** Understand how different religions promote peace (e.g. **forgiveness, reconciliation, justice**). Explore religious teachings on conflict, war, and non-violence. Learn about religious responses to **real-world conflicts and peacebuilding efforts**. Recognise the role of faith-based organisations in **promoting peace and resolving conflict.** **Skills:** **Analyse** how beliefs influence attitudes towards peace and violence. **Evaluate** different religious and ethical perspectives on conflict. **Use case**	

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		religious and ethical issues with **empathy** and critical thinking.	**studies** to support arguments and deepen understanding. **Reflect on** personal views.
PSHCE	Health and wellbeing (keeping safe) **Knowledge:** Child criminal exploitation Gangs Gaming and grooming Microtransactions Catfishing **Skills**: Informed decision making Respecting others Self-worth Understanding risk	Relationships **Knowledge**: Consent in a relationship Sexism Child sexual exploitation Sending nudes Sex and relationships on the media Introduction to contraception **Skills**: Respecting others Self-worth Empathy Understanding risk Informed decision making	Living in the wider world (understanding the law) **Knowledge**: Intimidation Anti-social behaviour The impact of mugging County lines **Skills:** Informed decision making Empathy Respect Future planning
Art (Unit Carousel)	**The Future** This Year 9 scheme of learning is based on the theme "The Future" and supports students in creating artwork for a public exhibition at the Dye House Gallery in March 2026. The project invites students to explore their personal hopes and predictions for the future through both 2D and 3D outcomes. It promotes imagination, collaboration, critical thinking, and skill development, while encouraging thoughtful responses to themes such as technology, climate change, identity, and innovation. Students begin by generating ideas and exploring the theme in sketchbooks, using prior knowledge of composition, media, and symbolism. They research and take inspiration from artists such as Lucy McRae, who explores future human forms; Zaha Hadid, known for futuristic architecture; Keith Haring, whose work communicates bold social messages; and artists from the Futurist movement. These references help students connect personal expression with broader societal themes.	**Portraiture** Students will develop their drawing accuracy and establish cross curricular links with biology. They will explore three dimensional drawing and application of textile/colour/tone/shade to shown shape and form in preparation for GCSE. In lessons they will explore and develop their mark making skills through the use of the formal elements. -Develop ideas and increase proficiency in their execution. · Analyse and evaluate work to strengthen the visual impact. · Appraise their work through self and peer assessment. · Expand their understanding of the potential of both wet and dry art materials. Students will look at how to accurately draw the features of the face as well as looking at proportion within portraiture. Students will study Artist's Svenja Jodicke and take influence from Tim Burton to create their own characters.	**Surrealism** Students 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. Students will look at how to draw in both a realistic and surreal styles focusing on proportion and perspective drawing. This work will build from the project of portraiture after looking at how to draw features of the face with accuracy. Students will consider how Surrealists were innovative in their approach and how their influence affected art, design, media, advertising etc. from the movement to the present day.

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	The unit includes the production of a collaborative A1 portrait-format 2D artwork, followed by a 3D model of either a future invention or a building. Students experiment with mixed media and construction techniques, developing both individual and group work within the constraints of a real exhibition brief. Through this project, students strengthen their creative voice, visual literacy, and ability to present work to an audience. It bridges KS3 and GCSE expectations by reinforcing research, experimentation, annotation, and reflection. The project promotes cultural awareness, critical engagement, and personal ambition—preparing students to view themselves as emerging artists and designers of the future.	Students will also study how to use a camera to develop their photography skills. Students will also learn to use DSLR cameras to take portraits and then learn to use Photoshop to edit these images. This will be skill that students can then explore further in the next term. Students who may choose to do Photography at GCSE will also benefit from early lessons in Photoshop.	
DT (Unit Carousel)	**Food** **The Thirsty Camel** Learners 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 then be researching different cooking methods used in suitable dishes and how that can impact nutrition. They will 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,	**Product Design** **Desk Light Short Project** Learners will use more technical practical skills to achieve a functioning desk lamp. They will use previous knowledge to develop ideas and skills for the lamp design as well as taking influence from the independent focussed research. This is in preparation towards the Y10/11 specification.	**Textiles** **Shorts project** Learners will be given to a fashion brief to design and make a pair of decorated shorts. They will be given a choice of artists from which to take inspiration for their designs.They will explore surface design techniques, pattern cutting and construction techniques to produce a personal response to the brief.
PE	**Team sports & OAA** Football -To consolidate technical football skills including passing, receiving, shooting, and dribbling. - To develop tactical understanding in small-sided and full game scenarios. - To foster teamwork, decision-making, and communication on and off the ball. OAA • Build up resilience and put resilience into practice when using the climbing wall. Move students on to the harder routes to challenge and help progress. • Students will explore methods of motivating self and others and learn to lead teams of people through challenges. • Students will develop their mountain biking ability and know how to ride each part of the track and describe the different skills needed to do this.	**Dance, Fitness, Badminton, Basketball** Fitness - Understand and apply advanced fitness principles. - Develop personal fitness plans and monitor progress. - Demonstrate improved cardiovascular endurance, muscular strength, and flexibility. - Reflect on personal fitness and set SMART goals. Badminton - Develop confidence and consistency in badminton techniques (grip, footwork, serve, smash, net play) - Understand and apply basic tactical strategies in singles and doubles - Demonstrate effective communication and teamwork in game situations - Reflect on performance and apply feedback to improve Dance - Understand and apply ASDR in dance. - Explore and perform different dance styles (Street, Contemporary, Bollywood).	**Athletics** -Refine and apply advanced techniques across athletic disciplines. - Analyse performance using key principles and feedback. - Demonstrate leadership and collaboration in athletics. **Striking and fielding** Rounders -To apply and refine high-level rounders skills, develop leadership and officiating capabilities, and engage in tactical gameplay. Cricket - Refine advanced batting techniques and expand shot repertoire. - Develop bowling variations (pace, spin, slower balls, yorkers). - Improve tactical decision-making in batting partnerships and field placements. - Enhance advanced fielding and wicket-keeping skills. - Apply leadership and communication skills in team settings.

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	Handball -To build on core handball skills with a focus on consistency, spatial awareness, teamwork, and simple tactical understanding in gameplay. Rugby - Develop understanding and application of rugby principles including passing, tackling, handling, and gameplay strategy		- Develop group choreography using ASDR. - Reflect on performance and progress. Basketball - Improve fundamental skills (dribbling, passing, shooting, defending) - Apply skills in small-sided games - Understand and follow basic team tactics and positions.		- Demonstrate resilience, adaptability, and respect in competitive situations. Softball -Develop core softball skills (throwing, catching, batting, fielding, pitching), understand game rules, apply tactical awareness, work as a team	
ICT	**Digital Literacy** NC Points 5, 7, 8 and 9 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 and will revisit e-safety with a focus on digital and social media ethics. **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.		**Fundamentals of Programming** NC Points 1, 2, 3, 4 and 6 This unit builds on the textual programming skills touched on in previous years, alongside further investigation into the fundamental principles of computational abstractions. Students will understand key algorithms and logical arguments to design programs to solve real-world problems. **Development from:** Y2, Y3, Y5. Y6 HT2 coding **Supporting:** KS4 options computer science, ICT. **Rationale:** learners 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.		**Spreadsheets and Databases** NC Points 1, 2 and 3 This unit will introduce spreadsheets and databases to learners, 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. **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:** learners will improve their ability to format and analyse data and predict outcomes to scenarios. Students 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.	
MFL (Spanish)	**¡Mi mejor amigo!** **¿Cómo es tu mejor amigo?** **¿Cómo es un buen amigo?** **¿Cómo te llevas con tus amigos?** **To be able to:** -Ask and answer simple questions for each topic area -Say how your best friend is -Say how you get on with your friends **To Learn:** -Complex opinions like *en mi opininión, creo que, pienso que etc.*	**¡En mi tiempo libre!** **¿Qué te gusta hacer en tu tiempo libre?** **¿Qué haces en tu tiempo libre?** **¿Qué vas a hacer en tu tiempo libre?** **To be able to:** -Ask and answer simple questions for each topic area -Describe what you like to do in your free time -Mention what you do in your free time -Say what you are going to do in the near future	**¡Los deportes!** **¿Qué deportes haces?** **To be able to:** -Ask and answer simple questions for each topic area -To name and recognise different sports and express preferences - To say what sports you play and when **To learn:** -Masculine/ feminine nouns -2 verbs together opinion + *jugar* -The correct use of the verbs *jugar* vs *hacer* -Complex opinion phrases	**¡La tecnología!** **¿Cuándo y por qué utilizas los aparatos tecnológicos?** **¿Por qué utilizas las aplicaciones?** **¿Para qué utilizas las aplicaciones?** **¿Para qué usaste las aplicaciones?** **¿Cuáles son las ventajas y las desventajas de usar las tecnologías?** **To be able to:** -Ask and answer simple questions for each topic area	**¡La comida!** **¿Qué te gusta comer?** **¿Qué comes?** **¿Qué te gustaría comer?** **¿Levas una vida sana?** **To be able to:** -Ask and answer simple questions for each topic area -To name items of food and drink -To express tastes and preferences -To express reasons for preferences in food and drinks -To express what you would eat in	**¡Mi trabajo en el futuro!** **¿En qué trabajas?** **¿Cómo es tu trabajo?** **¿Qué tienes que hacer en tu trabajo?** **¿Qué calidades necesitas en tu trabajo en tu trabajo?** **¿Qué trabajo te gustaría hacer en el futuro?** **¿Qué haces para ganar dinero en casa?** **To be able to:**

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	-Complex phrases like *me escucha, me ayuda, me cubre la espalda* -Use of reflexive verbbs like *me escucha, me ayuda, me cubre las espaldas* **To revise:** -How to say how are you -How to say your name -Opinions phrases: *me gusta, me encanta, odio* -intensifer: *muy, bastante, un poco* -The verb: *hay, no hay* -Adjectival agreement rules for gender and numbers	**To learn:** -Use of 2 verbs together -Recap of I present tense and verbs like *toco, leo, veo* Introduction of some irregular present tense *hago, juego, veo, leo* -Use of time phrases -Use of the near future *voy a* + infnitive **To revise:** -How to say how are you -How to say your name -Opinions phrases: *me gusta, me encanta, odio* -intensifer: *muy, bastante, un poco* -The verb: *hay, no hay* -Verbs in the present tense -Adjectival agreement rules for gender and numbers	-Sports in Spanish -Adjectives related to sports in Spanish **To revise:** -How to say your name -Opinions phrases: *me gusta, me encanta, odio* -intensifer: *muy, bastante, un poco* -The verb: *hay, no hay* -Verbs in the present tense -Adjectival agreement rules for gender and numbers -List of adjectives	-Mention different types of new technology and express opinions -To extend vocabulary of technology to explain what you use it for -To explain what you have done recently on your technology -to mention adjantages and disadvantages of new technology **To learn:** -The adjectival agreement -complex opionions phrases *me chifla, me mola* -Use of the direct object pronouns *lo, la,los, las* -Use of I find it *lo encuentro, la encuentra* -Use of he/she find it *lo encuentra, la encuentra* -Use of the infitive structure *para*+ infinitive -Use of the present tense he/she/we for the verb *usar, uso, usa, usamos* -The I form of the past tense of the verbs *usé, utilicé, fue* -Time phrases in the past tense *ayer, la semana pasada, el otro día* **To revise:** -How to say how are you -Opinions phrases: *me gusta, me encanta, odio* -intensifer: *muy, bastante, un poco*	school if anything was possible -To order food and drinks at the restaurant -Writing and performing a role play at the restaurant -Say if you lead a healthy life or not **To learn:** -Correct use of gender of articles -Use of 1st and 3rd person with opinions -Use of *unos,unas* and its rule -Use of connectives -Use of intensifiers -Use of complex opinions -Use of conditional tense *me gustaría, se debería* -Giving opinions and reasons -Use fo modal verbs *se debe, no se debe* **To revise:** -Opinions phrases: *me gusta, me encanta, odio* -intensifer: *muy, bastante, un poco* -The verb: *hay, no hay* -Verbs in the present tense -Adjectival agreement rules for gender and numbers -Opinions phrases: *me gusta, me encanta, odio* -intensifer: *muy, bastante, un poco* -Conditional tense *Me gustaría* + infinitive	-Ask and answer simple questions for each topic area -Say what is your job -Say how you find your job -Say what you do in your job -Say what kind of personality you could have in your job -Say what you would like to do in your future job **To learn:** -A variety of job and professions in Spanish -Adjectives describing your job -Complex phrases describing your job -Main chores you do in your job -The verb *trabajar* and its conjucation in the present tense *trabajo, trabajas, trabaja, trabajamos, trabajáis, trabajan* -Conditional tense *Me gustaría trabajar como* -Complex formation of gender nouns ending in -r such as *professor/profesora, diseñador/diseñadora* etc. **To revise:** -The main rule for feminine and masculine nouns formation *camarero/camarera etc.* -The verb *ser* and its conjugation in the present tense *soy, eres, es, somos, sois, son*

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				-The verb: *hay, no hay* -Verbs in the present tense -Adjectival agreement rules for gender and numbers -Complex opinions *me mola, me chifla* -Conditional tense -Past tense of regular verbs I form		
Music	**Dance Music: March Music** Through the use of keyboards students will: Use more specific musical vocabulary *e.g. tempo, instrumentation, form and structure, dynamics* 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	**Dance Music: Tango** With a focus on ukulele and guitar, students will: Use more specific musical vocabulary *e.g. tempo, instrumentation, form and structure, dynamics* 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	**EDM & The Music Industry** With a focus on keyboard and Music Technology, students will: Understand the history and stylistic features of EDM Perform and rehearse EDM riffs and set pieces using keyboards Use digital audio workstations (BandLab) to compose in the EDM style Develop awareness of musical structure, timbre,texture, and dynamics Apply automation, FX, and mixing techniques to enhance compositions		**Protest Music – Songwriting** Through the use of voice, keyboard and string instruments students will: Understand the purpose and history of protest music Identify and apply features of pop and protest songs Develop skills in lyric writing, melody composition and ensemble performance Compose a protest song in a small group Rehearse, arrange, and perform a protest song with confidence and clarity of message	**Fusion Music** Through the use of a range of instruments students will: Understand how styles come together to create a unique style of its own. Perform independent and ensemble parts. Perform fusions from different continents including; South America, Indonesia and Asia. Show an awareness of stylistic features.

Year 9 Long Term Overview

		Create structured pieces of dance music within a specific genre showing good awareness of musical elements, features and structures typical of the style.			
Drama	**Blood Brothers** **Students will:** Develop understanding of Blood Brothers' plot, themes, and characters Explore character development from childhood to adulthood Apply performance techniques (voice, movement, gesture) to portray characterisation Perform scripted extracts Explore characteristics and how to recreate them through physical and vocal skills. Use ensemble and narration techniques for storytelling Analyse live theatre and evaluate performance work	**Soap Opera** **Students will:** 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.	**Verbatim Theatre** **Students will:** 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. Develop knowledge and understanding of Verbatim Theatre through study of production company The Paper Birds. 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.	**Macbeth – National Theatre Live Review** **Students will:** Watch National Theatre version of Macbeth. Analyse and evaluate the performance and set design with a Live Theatre Review. Consider other adaptations of Macbeth. Analyse set, lighting, sound and costume design. Perform scenes from Macbeth in small and large ensembles.	