

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
Art	<p>Students are introduced to working methods of artists and designers in the industry. In the first project working as concept designers for film students use Neville Page, a contemporary concept designer for films such as Avatar, Green Lantern and Star Trek, to inspire them. Imagination and creativity are used to develop an alien creature discovered by a time travelling Charles Darwin. They learn to develop a prototype, render surfaces and breathe life into their illustrations with watercolour.</p>	<p>Students continue to develop their creatures and then study the artist Ernst Haeckel to create an environment for their creature. As an extension students will be given the opportunity to make their creature in air-dried clay. Written work on the concept designer Neville Page will be extended to ensure it hits the detail necessary for GCSE.</p>	<p>Students look at artists like Rene Magritte to create a unique piece based on the ideas behind Surrealism. They will research a starting point from proverbs. Using observational skills they will record realistic images that will then be used for a surreal twist. Planning a composition will enable them to develop the best possible image to carry forward. They will also undertake a full GCSE style written art history piece to prepare them for the skills necessary to gain top grades in the subject. In this project students will be expected to cover all 4 of the GCSE assessment objectives.</p>	<p>www.nevillepage.com/ has all of the information necessary to produce written work. http://creativeskillset.org/job_roles/3072_concept_artist gives information on careers and job roles of concept artists. Google image searches on Ernst Haeckel will give the visual information for backgrounds. http://www.renemagritte.org/ Is an excellent resource for researching the Surrealist artist. http://www.tate.org.uk/ Has some excellent images and blogs on the theme of Surrealism.</p>
Drama	<p>Theatre Design In preparation for GCSE drama, students will be introduced to the non-performance elements of the theatre, including costume, lighting and set design, stage positioning, technical language and performance space. They will use the play DNA as a stimulus and will also learn how to develop meaning in a performance through use of proxemics, character motivation and subtext.</p> <p>Live Theatre Review Using the musical production Hamilton as a stimulus, students will</p>	<p>Character and Voice Students learn about the importance of characterisation skills when performing and concentrate on using a range of vocal and physical skills to portray a character based on a real life person. They are introduced to verbatim theatre, using the words of people who were present in the 9/11 terrorist attacks of 2001.</p> <p>An Inspector Calls Students have studied the play in their English lessons and now have the opportunity to</p>	<p>Non-naturalism Using the play The Curious Incident of the Dog In the Night time as a stimulus, students further explore non-naturalism and are introduced to the theatre practitioner Bertolt Brecht and Epic Theatre, in preparation for GCSE drama. Students are taught an array of styles and techniques, including physical theatre, first and third person narration and use of placards to alienate an audience. Students work from a script and are expected to learn an extract, ready for performance.</p>	<p>Hamilton Disney +</p> <p>An Inspector Calls https://www.youtube.com/watch?v=dMUHU-2lfZk</p>

	<p>be introduced to the Live Theatre Review in preparation for GCSE drama. Students will revisit elements of theatre design as well as ensemble work and movement. Students will learn what a live theatre review looks like and how to use a critical eye to both evaluate and analyse a performance</p>	<p>put their knowledge of the characters into action. Students explore a period piece, using appropriate vocals and body language to suit the era.</p>	<p>Script Writing Students are taught the basic format of script writing and are introduced to Theatre in education. They are shown how a script is structured and working in pairs, students are then assessed on their ability to write their own piece of Theatre in Education, using the correct formatting.</p>	
	<p>Theatre Design</p> <p>In preparation for GCSE drama, students will be introduced to the non-performance elements of the theatre, including costume, lighting and set design, stage positioning, technical language and performance space. They will use the play DNA as a stimulus and will also learn how to develop meaning in a performance through use of proxemics, character motivation and subtext.</p>			
<p>English</p>	<p><u>Of Mice and Men</u> Students begin the serious preparation for their GCSEs by studying this modern literature text. Whilst exploring key themes such as racism and responsibility, they will continue the development of their skills of literary analysis and interpretation. Assessment is through a GCSE style essay question.</p> <p><u>Sherlock Holmes</u> Students will explore the adventures of Sherlock Holmes, whilst simultaneously developing an understanding of some of the skills required in the Language</p>	<p><u>Writing Dystopian Fiction</u> Students will study a range of extracts from dystopian fiction, including 1984, A Brave New World and The Hunger Games. Through a focus on genre conventions and writing styles they will develop an appreciation of the genre, before using their own writing skills to produce an extract from a dystopian story of their own.</p> <p><u>The Tempest</u> Students will study Shakespeare's classic tale through a selection of key scenes. They will develop their understanding and</p>	<p><u>The Great Debate</u> Students will read a range of persuasive writing and speeches, exploring the rhetorical devices used to influence readers and audiences. Students will be assessed on their own persuasive writing and will then deliver their persuasive speech as part of The Year 9 Great Debate competition.</p> <p><u>Prejudice Scheme</u> In the final half term, students will explore a range of wider cultural and societal issues, both past and present, in order to further develop their skills of embedding</p>	<p>Watch TV (BBC 2016), film or stage adaptations of An Inspector Calls.</p> <p>Read another play or short story by JB Priestley.</p> <p>Watch a film or stage version of <i>Macbeth</i>.</p> <p>Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.</p> <p>Read one of the books you were introduced to in the extracts for Dystopian Fiction. For example, 1984, <i>The Hunger Games</i> or <i>Divergent</i> Trilogies, <i>The Beach</i>, or <i>A Brave New World</i>.</p> <p>Read the full or abridged versions of some of the classic Gothic stories you have been introduced to: Frankenstein by Mary Shelley, Bram Stoker's <i>Dracula</i>, <i>Jekyll and Hyde</i>. Alternatively, try modern Gothic tales</p>

	GCSE paper. They will look closely at how both language and structure can be used for effect and will be assessed on their reading skills to mark the end of the unit.	appreciation of Shakespeare's language and his use of dramatic devices. Assessment is through a GCSE style question on an extract from the play.	historical context within their reading responses. The unit aims to develop the students' cultural capital, whilst offering further opportunities to better their skills of analysis. Exam Preparation Students will also sit a GCSE style reading exam.	such as <i>The Twilight Saga</i> , or <i>Uncle Montague's Tales of Terror</i> . Watch <i>Newsnight</i> , <i>Room 101</i> , <i>Question Time</i> or other news programmes to study persuasive language and debating skills. Write a persuasive letter to your local newspaper or MP.
French (Students study either Spanish OR French depending on their year of entry)	Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense Cinema and film	Personality Relationships Clothing & fashion Last weekend Present tense Past tense Conditional tense	Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense Body and illness	www.linguascope.com (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com www.bbc.co.uk/education/subjects/zgdqxn
Geography	Topic 1: Global Disasters (physical) 1. Where in the world are natural hazards? 2. Why do tectonic plates move? 3. What were the impacts of the Taal Volcano? 4. How do earthquakes form? 5. HIC News Zealand and LIC: Nepal 6. Comparison of earthquakes 7. How did Typhoon Haiyan impact the Philippines? 8. Are humans to blame for	Topic 2: Asia 1. What and where are Megacities? 2. What are the human and physical factors in Russia? 3. What is Russia's climate like? 4. Why is Russia classified as a BRIC? 5. What is China's landscape like? 6. Why did China need to manage its population? 7. How did China manage its population? 8. Assessment: Was China's	Topic 3: Urban Regeneration (fieldwork) 1. How did the industrial revolution change cities in the UK? 2. How did shopping centers impact the cities of the UK? How has Manchester City changed? 3. How has Salford Quays made Manchester the Northern Power House? 4. How successful is urban regeneration successful in the Netherlands? 5. Can planning in the UK be sustainable?	<ul style="list-style-type: none"> • BBC bite size AQA geography • Cool geography (click the GCSE tab at the top of the page) • National geographic • The news • CGP revision guide (new 2016 specification 1-9 AQA) • Hodder revision guide is more detailed AQA

	<p>flooding?</p> <p>9. What were the causes of the Somerset floods?</p> <p>10. How is desertification impacting the Sahel?</p> <p>11. Are wild fires a natural hazard?</p>	<p>One Child Policy successful?</p> <p>9. What is India's culture like?</p> <p>10. How did Kerala manage its population?</p> <p>11. How is Japan different to the UK?</p> <p>12. the UK?</p> <p>13. Tsunamis in Asia</p>	<p>Topic 4: Coasts (fieldwork)</p> <p>1. Where are coasts in the UK?</p> <p>2. What is weathering and mass movement?</p> <p>3. How are features formed by erosion?</p> <p>4. How are features formed by deposition?</p> <p>5. How can the coastline be managed by coastal erosion?</p> <p>6. Is coastal management successful in the UK?</p> <p>7. Fieldwork skills</p> <p>8. Decision making</p>	
History	<p>20th Century Conflict</p> <ul style="list-style-type: none"> ➤ Communism v Fascism ➤ Fascists – Adolf Hitler ➤ Main events of WW2 ➤ Cold War intro ➤ Nuclear War – Japan bombings ➤ Korean War ➤ Cuban Missile Crisis ➤ Vietnam War <p>Conflict in the Middle East – First Gulf War</p> <p>A century of war – how has war changed?</p>	<p>Holocaust and Genocide</p> <ul style="list-style-type: none"> ➤ Origins of anti-Semitism ➤ Life for European Jews before the Holocaust ➤ Why was Hitler anti-Semitic ➤ Hitler's hate list ➤ Discrimination towards Jewish people in Germany and Kristallnacht ➤ Beginnings of Holocaust ➤ Ghettos ➤ Death Camps – Auschwitz case study ➤ Anne Frank ➤ Who was responsible ➤ Resistance to Nazi regime ➤ Rwandan Genocide ➤ Cambodian Genocide 	<p>Civil Rights Movements</p> <ul style="list-style-type: none"> ➤ Causes of racial tension and start of Civil Rights movement USA ➤ Martin Luther King and peaceful protests ➤ Malcolm X and Black Power ➤ Racial discrimination in UK ➤ Bristol Bus Boycott ➤ British Race Riots ➤ Black Lives Matter Movement ➤ Statues debate <p>21ST Century Conflict</p> <ul style="list-style-type: none"> ➤ Global war on terrorism ➤ War in Afghanistan ➤ Iraq War ➤ Syrian civil war 	<p>CGP GCSE AQA History the Revision Guide http://www.schoolhistory.co.uk/ http://www.spartacus.schoolnet.co.uk/ http://www.historylearningsite.co.uk/</p> <p>20th Century Conflict</p> <p>Cold war documentary - https://www.youtube.com/watch?v=22KIQ1QNnhE&list=PLmFpuLsumHidmOqHk37Pfb4NCR7G7mtbd</p> <p>Russian Revolution - https://www.youtube.com/watch?v=mYo8SEvnsrM&list=PL3H6z037pboFwKREwWrf4ELNDdiTLyhAN</p> <p>Cuban Missile documentary - https://www.youtube.com/watch?v=fy5Zy0nwsB0</p> <p>Ken Follett – The century trilogy (fiction)</p> <p>The Cold War: A very short introduction by Robert McMahon</p> <p>Simple History on youtube</p> <p>Holocaust and Genocide</p>

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Maths	Higher Topic 1: Probability Topic 2: Indices and Standard Form Topic 3: Formulae Topic 4: Sequences Topic 5: Graphs	Higher Topic 7: Angles, Pythagoras and Trigonometry Topic 8: Percentages Topic 9: Ratio and Proportion Topic 10: Statistics	Higher GCSE(H) Topic 1: Place value and rounding Adding and subtracting Multiplying and dividing	The following websites can be used to help your child develop further understanding in each of the topics taught throughout the academic year: www.mymaths.co.uk This website is linked to the AQA maths

	<p>Topic 6: Perimeter, Area and Volume</p> <p>Foundation Topic 1: Probability Topic 2: Indices and Standard Form Topic 3: Formulae Topic 4: Sequences Topic 5: Graphs Topic 6: Perimeter, Area and Volume</p>	<p>Foundation Topic 7: Angles, Pythagoras and Trigonometry Topic 8: Percentages Topic 9: Ratio and Proportion Topic 10: Statistics</p>	<p>GCSE(H) Topic 2: Simplifying expressions Indices Expanding and factorising 1 Algebraic fractions GCSE(H) Topic 3: Angles and lines Triangles and quadrilaterals Congruence and similarity Polygon angles GCSE(H) Topic 4: Representing data Averages and spread 1 Frequency diagrams</p> <p>Foundation GCSE(F) Topic 1: Place value and rounding Adding and subtracting Multiplying and dividing GCSE(F) Topic 2: Simplifying expressions Indices</p>	<p>examination body whose examination they will sit at the end of year 11. Other useful websites include: http://www.bbc.co.uk/education/subjects/zqhs34j www.mathsbot.com http://online.justmaths.co.uk/ https://mathslinks.net/links/mr-carter-maths https://www.mrbartonmaths.com/ http://donsteward.blogspot.co.uk/ http://www.onmaths.com</p>
<p>Music</p>	<p>Soundscapes and Graphic Scores Students explore how to use vocal and body percussion to create a soundscape. They first analyse the Honda choir advert as a starting point, experimenting with musical textures and the control of dynamics, pitch and timing before creating their own group performance piece. To further develop their ability to work in large groups and work with specific timing, students will create a soundscape to accompany a Charlie Chaplin film clip. They will blend vocal, body, percussion and electronic sounds to create a unique and professional grade performance.</p>	<p>Western Classical Music Where would we be without the fantastic sounds of a magnificent orchestra? How did these instruments develop? Students learn to recognise individual and groups of instruments by sight and by ear. They will also have the opportunity to play a variety of instruments in the classroom.</p> <p>The Planet Suite Students explore this powerful and enchanting piece composed by Gustav Holst. They learn to identify</p>	<p>All That Jazz Part 1 This is a study of the Jazz/ Blues style and how it links to previous styles. We look at basic chord progressions, blues notes, artists of the period and the development of Jazz and Blues from their musical/historical roots. Students listen to music with specific focus to identify key elements such as bass riffs, instruments, swing rhythms and so on. Keyboard work is incorporated to allow students to experiment with bass riffs and improvisation in a blues style.</p>	<p>Soundscapes: Watch the graphic score and performance of ‘Stripsody’ by Cathy Berberian (on YouTube watch?v=ljIncO4c89g). See how this bizarre piece is written down using pictures and shapes. You can then also watch her perform this (YouTube watch?v=0dNLAhL46xM). How does this make you feel? Do you think this is a valuable/worthwhile form of music notation?</p> <p>Western Classical Music: Learn to recognise instruments by sight and by ear whilst watching this funny clip (YouTube watch?v=Sr-l2m8twX0)</p> <p>Jazz/Blues: Listen to a selection of Jazz and Blues style music, get to know the main instruments involved and look into the roots of these two styles. A very good video to</p>

		structure, instrumentation, dynamics, pitch, tempo changes and will learn how to articulate the reasons why music creates a specific atmosphere such as magic, menace and even old age!	Challenge is added in the second half of the course as students work through specific notated chord progressions, bass riffs and melodies before learning to improvise over these before finally transposing their work to perform in a different key.	watch can be found on YouTube watch?v=whN5PXsrP6E
PE	Girls: Netball, Lacrosse, Handball, Gym Boys: Football, Basketball, Rugby	Girls: Handball, Football, OAA, Gym Boys: Lacrosse, HRF, Handball	Girls: Rounders, Athletics, Inter-form Boys: Cricket, Softball, Athletics, Inter-form	Netball, Streetcheer, Football, Basketball, Badminton, Cricket, Athletics, Rounders
Religion and Ethics (RE GCSE course begins) Exam board: Eduqas	<u>Relationships</u> Sex before marriage and cohabitation-what are the Christian and Muslim values? Contraception- is it unnatural and disrespectful to God? What is the purpose of Marriage in Christianity and Islam Same sex relationships- are they acceptable in the eyes of God? Should religion fit in with society? Divorce in Christianity and Islam Families- what are the teachings about roles and duties? Role of women and gender equality in worship- what does Christianity and Islam teach?	<u>Human rights:</u> Why do Christians support human rights? (equality and agape) Prejudice and Discrimination- Christianity and Islam- why is it wrong in the eyes of God? What did Justice mean to Jesus? What is do Christian Aid do? Why is charity a duty in Islam? What do Islamic Relief do? Amnesty international and report writing- what do they do and what human rights issues are there in the world? Personal Conviction- an investigation into Martin Luther King and Malala Yousafzai Censorship and Freedom of Speech and Extremism – should people be allowed to express their faith?	<u>Issues of life & death</u> Creation - Science Vs. religion. Stewardship and Dominion- why do religious people believe we should have responsibility over the environment? Sanctity of life in Christianity, Sanctity of life in Islam Abortion in Christianity and in Islam- is it acceptable and are women’s rights protected in religions? What is Euthanasia (assisted suicide)? What are the religious views about Euthanasia, the Hospice movement and an evaluation over whether it should be made legal in the UK. What are beliefs about Life after death in Christianity, Islam and Humanism? Is death the end? Are Heaven and Hell real places?	www.request.org https://humanism.org.uk Documentary: Her name is Malala We do not feel that any commercially produced revision products are up to standard so provide students with more appropriate materials in class.

			How does the belief in the afterlife impact on what happens in a Christian or Muslim funeral?	
Science KS3 Year 9 supporting the transition to Combined Science – GCSE (9-1)	9A & B Genetics, evolution and plant growth 9E & F – Making materials and reactivity 9I & J – Forces and motion, force fields and electromagnets. Topic 1 - Biology – Key Concepts and Topic 2 -Biology – Cells and control Core Practicals – Practical assessment and write up	Topics 1 and 2 - Chemistry – States of matter and Topics 3 & 4 - Chemistry – Atomic Structure and the periodic table Core Practical – Practical assessment and write up Topic 1 - Physics – Motion and Topic 2 - Physics – Forces and Motion Core Practical – Practical assessment and write up	Topic 3 – Biology – Genetics and Topic 4 – Biology – Natural selection and genetic modification. Revision for end of year exam. Core Practical – Practical assessment and write up Topic 3 - Physics -Conservation of energy and Topics 4 and 5 Physics – Waves, Light and the electromagnetic spectrum. Review of biology topics 1-4 Review of chemistry – topics 1-4	BBC Bitesize – Key Stage 4 Science. (Edexcel exam board – Combined Science) https://www.bbc.com/bitesize/examspecs/zqkw6f Combined Science Revision guide and workbook – available to purchase from school – science department. www.edheads.org http://www.sciencekids.co.nz/ http://www.ngkids.co.uk/ Visit – Manchester Science and industry museum and Manchester museum.
Spanish (Students study either Spanish OR French depending on their year group)	Town, directions Weather Free time Present tense Future tense Past tense	Food and drink Spanish customs (food) Shopping for food Healthy living Clothing & fashion Uniform Shopping for clothes Present tense Future tense Conditional tense	Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense Cinema and film Body and illness	www.linguascope.com (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com http://www.bbc.co.uk/education/subjects/zfckjxs

<p>Technology</p> <p>Two of four subject areas (selected by the students)</p>	<p>Design & Technology</p> <ul style="list-style-type: none"> • Students will study and use a range of new and emerging technologies including a 3D printer, laser cutter and modern materials. • Students will study a range of material areas including Resistant Materials, Graphics and Product Design. • Students will develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products. • Students will investigate, disassembly and evaluate activities related to products and their applications. • Students will use a range of communication skills, including verbal, graphical and modelling skills, to help their thinking and ability to take action in the process of designing. • Students will be able through this project work develop skills, knowledge and understanding of Design and Technology. They will explore a range of tools, machinery and equipment to produce products. • Students will be taught the key aspects of the controlled assessment and the written exam in preparation for year 10. • Students will study and use a range of new and emerging technologies including a 3D printer, laser cutter and modern materials <p>Food Preparation & Nutrition</p> <ul style="list-style-type: none"> • The pupils extend their year 7 and 8 work on the importance of proper nutrition in leading a healthy lifestyle at different life stages. They also look at prevention of food poisoning by learning about the correct storage and preparation of food. The pupils develop their understanding of factors affecting peoples' food choice with emphasis on special diets such as vegetarianism, religion and age. They carry out food science experiments looking at the effect of heat on starch and ways to thicken sauces. • The pupils continue to develop their practical skills under the theme 'Skills for Life' by using a wide range food preparation techniques to make dishes such as pasta bake, cottage pie, cheesecake, sausage rolls, spring rolls and risotto. They continue to develop a more detailed understanding of how to evaluate some dishes made to include costing and nutritional analysis. <p>Computer Science</p> <ul style="list-style-type: none"> • Understand a recursive solution to a problem repeatedly applying the same solution to smaller instances of the problem. • Recognise that some problems share the same characteristics and use the same algorithm to solve both. • Understand how numbers, images, sound and character sets use the same bit patterns. • Perform simple operations using bit patterns e.g. binary addition. 	<p>Design & Technology:</p> <p>http://www.technologystudent.com/</p> <p>http://www.design-technology.info/home.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/design/</p> <p>http://www.designandtech.com/</p> <p>Food Preparation & Nutrition</p> <p>http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml</p> <p>Computer Science</p> <p>www.codecademy.com/learn/python</p> <p>https://code.org</p> <p>http://www.bbc.co.uk/education/subjects/zvc9q6f</p>
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- Understand the relationship between resolution and colour depth, including the effect on file size.
- Understand the difference between the Internet and the World Wide Web.
- Show awareness of a range of different Internet services e.g. VOIP.
- Know the name and purpose of hardware e.g. hubs, routers, switches and what the different network protocols do.
- Understand that algorithms are implemented on digital devices as programs.
- Design algorithms using iteration and selection i.e. if statements.
- Use logical reasoning to predict outcomes.
- Detect and correct coding errors.
- Execute, check and change programs.
- Understand that programs execute by following precise instructions.

Creative iMedia

- Students will study the principles digital graphics.
- They will complete a Games Development project called 'Games for Change'.
- Students will research and select an important social issue such as racism. They must design a playable online game for a charity related to their chosen social issue:
- Planning: Writing a design specification, creating a work plan, game concept details, Pre-production documents: mood boards/spider diagrams, story boards and visualisation diagrams.
Creating: Designing characters (sprites) and backgrounds (stages) using Adobe Photoshop & pixel art programs. Building a playable game using Scratch.

Reviewing: Test plan, game review including strengths, improvements and peer testing and feedback

Creative iMedia

<https://www.digitalartsonline.co.uk/tutorials/>

<https://www.adobe.com/uk/creativecloud.html>

<https://edex.adobe.com/>