

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
<b>Art</b>	<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.</p> <p>In this project students will be expected to cover all 4 of the GCSE assessment objectives.</p>	<p><a href="http://www.nevillepage.com/">www.nevillepage.com/</a> has all of the information necessary to produce written work.</p> <p><a href="http://creativeskillset.org/job_roles/3072_concept_artist">http://creativeskillset.org/job_roles/3072_concept_artist</a> gives information on careers and job roles of concept artists.</p> <p>Google image searches on Ernst Haeckel will give the visual information for backgrounds.</p> <p><a href="http://www.renemagritte.org/">http://www.renemagritte.org/</a> Is an excellent resource for researching the Surrealist artist.</p> <p><a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a> Has some excellent images and blogs on the theme of Surrealism.</p>

<b>Drama</b>	<p><b>Theatre Design</b> 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><b>Live Theatre Review</b> Using the musical production Hamilton as a stimulus, students will</p>	<p><b>Character and Voice</b> 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><b>An Inspector Calls</b> Students have studied the play in their English lessons and now have the opportunity to</p>	<p><b>Non-naturalism</b> 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><b>Hamilton</b> Disney +</p> <p><b>An Inspector Calls</b> <a href="https://www.youtube.com/watch?v=dMUHU-2lfZk">https://www.youtube.com/watch?v=dMUHU-2lfZk</a></p>
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	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	put their knowledge of the characters into action. Students explore a period piece, using appropriate vocals and body language to suit the era.	<b>Script Writing</b> 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.	
	<b>Theatre Design</b>  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.			
<b>English</b>	<u><b>Writing Skills: Dystopian Fiction</b></u> Students will begin the year by studying 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 the writing skills they have honed throughout the unit to produce an extract from a dystopian story of their own.  <u><b>Of Mice and Men</b></u> Students begin the serious preparation for entering KS4 and their GCSEs by studying this modern classic. Whilst exploring key themes such as racism and responsibility, they will continue	<u><b>Sherlock Holmes Short Stories</b></u> Students will explore the adventures of Sherlock Holmes, whilst simultaneously developing an understanding of some of the skills required in the Language 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.  <u><b>Prejudice Scheme</b></u> In the second half of this 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 historical context within their reading responses.	<u><b>The Great Debate</b></u> Students will read and watch 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 Interhouse competition.  <u><b>A Midsummer Night's Dream</b></u> To end the year, students will study Shakespeare's classic tale of fairies and disorder through a selection of key scenes. They will develop their understanding and appreciation of Shakespeare's language and his use of dramatic devices. They will also further their	Read some 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> .  Watch the film or stage adaptations of <i>Of Mice and Men</i> .  Read another of Steinbeck's novels, such as <i>The Grapes of Wrath</i> .  Watch a film or stage version of <i>A Midsummer Night's Dream</i> .  Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.  Read more of Conan-Doyle's Sherlock Holmes Collection of short stories.

	<p>the development of their skills of literary analysis and interpretation. Assessment is through a GCSE style essay question.</p>	<p>The unit aims to develop the students' cultural capital, whilst offering further opportunities to better their skills of analysis. It also exposes students to a range of ethical issues which they can choose to engage with further for their 'Great Debate' speaking and listening module next half-term.</p>	<p>understanding of the time Shakespeare was writing, how this influenced his plays and how he impacted the society he lived in. Assessment is through a GCSE style question on an extract from the play.</p>	<p>Watch <i>Newsnight</i>, <i>Room 101</i>, <i>Question Time</i> or other news programmes to study persuasive language and debating skills.</p> <p>Write a persuasive letter to your local newspaper or MP about an issue you feel strongly about.</p>
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<b>French</b>  (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	<a href="http://www.linguascope.com">www.linguascope.com</a>  (see staff for password)  <a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a>  <a href="http://www.digitaldialects.com">www.digitaldialects.com</a>  <a href="http://www.bbc.co.uk/education/subjects/zgdqxb">www.bbc.co.uk/education/subjects/zgdqxb</a>
<b>Geography</b>	<b>Topic 1: Global Disasters (physical)</b> 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	<b>Topic 2: Asia</b> 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. <b>Assessment:</b> Was China's	<b>Topic 3: Urban Regeneration (fieldwork)</b> 1. How did the industrial revolution change cities in the UK? 2. How did shopping centres impact the cities of the UK 3. How has Manchester City changed? 4. How has Salford Quays made Manchester the Northern Powerhouse? 5. How successful is urban regeneration successful in the Netherlands? 6. Can planning in the UK be sustainable?	<ul style="list-style-type: none"> <li>• BBC bite size AQA geography</li> <li>• Cool geography (click the GCSE tab at the top of the page)</li> <li>• National geographic</li> <li>• <a href="#">The news</a></li> <li>• CGP revision guide (new 2016 specification 1-9 AQA)</li> <li>• Hodder revision guide is more detailed AQA</li> </ul>

	flooding? 9. What were the causes of the Somerset floods? 10. How is desertification impacting the Sahel? 11. Are wildfires a natural hazard?	One Child Policy successful? 9. What is India's culture like? 10. How did Kerala manage its population? 11. How is Japan different to the UK? 12. the UK? 13. Tsunamis in Asia	<b>Topic 4: Coasts (fieldwork)</b> 1. Where are coasts in the UK? 2. What is weathering and mass movement? 3. How are features formed by erosion? 4. How are features formed by deposition? 5. How can the coastline be managed by coastal erosion? 6. Is coastal management successful in the UK? 7. Fieldwork skills 8. Decision making	
<b>History</b>	<b>Inter War years and tension</b> <ul style="list-style-type: none"> <li>➤ End of WW1, Big Three</li> <li>➤ International relations after WW1 x2 lessons (ToV, LoN, Appeasement, Great Depression, Nazi Soviet Pact)</li> <li>➤ Where was the most tension and was war likely?</li> </ul> <b>Rise of Fascism in Europe</b> <ul style="list-style-type: none"> <li>➤ What was the Weimar Republic?</li> <li>➤ Who was Hitler?</li> <li>➤ Munich Putsch</li> <li>➤ Why did people support the Nazis and propaganda</li> <li>➤ How did Hitler become dictator?</li> <li>➤ Nazi police state – terror and fear</li> </ul>	<b>Turning point of WW2</b> <ul style="list-style-type: none"> <li>➤ Appeasement</li> <li>➤ Why did Britain go to war?</li> <li>➤ Invasion of France</li> <li>➤ Dunkirk</li> <li>➤ Battle of Britain</li> <li>➤ Pearl Harbour</li> <li>➤ Stalingrad</li> <li>➤ Atomic Bomb</li> <li>➤ Evaluation 'Which was the turning point of WW2?'</li> </ul> <b>Holocaust and Genocide</b> <ul style="list-style-type: none"> <li>➤ Origins of anti-Semitism</li> <li>➤ Life for European Jews before the Holocaust</li> <li>➤ Why was Hitler anti-Semitic</li> </ul>	<b>Civil Rights Movements</b> <ul style="list-style-type: none"> <li>➤ Causes of racial tension and start of Civil Rights movement USA</li> <li>➤ Martin Luther King and peaceful protests</li> <li>➤ Malcolm X and Black Power</li> <li>➤ Racial discrimination in UK</li> <li>➤ Bristol Bus Boycott</li> <li>➤ British Race Riots</li> <li>➤ Black Lives Matter Movement</li> <li>➤ Statues debate</li> </ul> <b>Conflict and Tension in Asia</b> <ul style="list-style-type: none"> <li>➤ Cold War</li> <li>➤ Korean War</li> <li>➤ Vietnam</li> </ul>	CGP GCSE AQA History the Revision Guide <a href="http://www.schoolhistory.co.uk/">http://www.schoolhistory.co.uk/</a> <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a> <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a> 20th Century Conflict Cold war documentary - <a href="https://www.youtube.com/watch?v=22KIQ1QNnhE&amp;list=PLmFpuLsumHidmOqHk37Pfb4NCR7G7mtbd">https://www.youtube.com/watch?v=22KIQ1QNnhE&amp;list=PLmFpuLsumHidmOqHk37Pfb4NCR7G7mtbd</a> Russian Revolution - <a href="https://www.youtube.com/watch?v=mYo8SEvnsrM&amp;list=PL3H6z037pboFwKREwWrf4ELNDdiTLyHAN">https://www.youtube.com/watch?v=mYo8SEvnsrM&amp;list=PL3H6z037pboFwKREwWrf4ELNDdiTLyHAN</a>  Timeline documentary – understanding the Global unease after WW1 - <a href="https://www.youtube.com/watch?v=VH DU9u3kzts">https://www.youtube.com/watch?v=VH DU9u3kzts</a>  What caused WW2 in 90 seconds - <a href="https://www.youtube.com/watch?v=AUD1HSWoMVQ">https://www.youtube.com/watch?v=AUD1HSWoMVQ</a>  Cuban Missile documentary - <a href="https://www.youtube.com/watch?v=fy5Zy0nwsB0">https://www.youtube.com/watch?v=fy5Zy0nwsB0</a>  Ken Follett – The century trilogy (fiction) The Cold War: A very short introduction by Robert

- Other dictators (Mussolini, Stalin)
- Who caused the greatest change?

- 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

McMahon  
Simple History on youtube  
Holocaust and Genocide  
The Librarian of Auschwitz by Antonio Iturbe

				<p>An English Man in Auschwitz – Leon Gressman (non fiction)</p> <p>Auschwitz Museum website – <a href="http://Auschwitz.org/en/">Auschwitz.org/en/</a></p> <p>Maus by Art Spiegelman</p> <p>The Holocaust: A New History by Laurence Rees</p> <p>The Book Thief by Markus Zusak</p> <p>We'll soon be home again by Jessica Bab Bonde</p> <p>Hotel Rwanda Film</p> <p>We wish to inform you that tomorrow we will be killed with our families by Philip Gourevitch (Rwandan Genocide)</p> <p>Civil Rights</p> <p>National Archives</p> <p><a href="https://www.nationalarchives.gov.uk/documents/education/bame-finding-aid.pdf">https://www.nationalarchives.gov.uk/documents/education/bame-finding-aid.pdf</a> Links to:</p> <p>Attlee's Britain</p> <p>Civil Rights in America</p> <p>Fifties Britain</p> <p>Loyalty and Dissent</p> <p>Significant people</p> <p>Black and British. A forgotten History– David Olusoga</p> <p>Black and British BBC series -</p> <p><a href="https://www.bbc.co.uk/programmes/b082x0h6">https://www.bbc.co.uk/programmes/b082x0h6</a></p> <p>Natives by Akalab</p> <p>The history of the Civil Rights Movement by Dan Peel</p> <p>Kennedy and King: the president, pastor and the battle over civil rights by Steven Levingston</p> <p>Brave Leaders and activists by J.P Miller</p> <p>To Kill A Mocking Bird, Harper Lee</p> <p>Noughts and Crosses – Malorie Blackman</p>
<b>Maths</b>	<b>Higher</b> Topic 1: Probability Topic 2: Indices and Standard Form Topic 3: Formulae Topic 4: Sequences Topic 5: Graphs	<b>Higher</b> Topic 7: Angles, Pythagoras and Trigonometry Topic 8: Percentages Topic 9: Ratio and Proportion Topic 10: Statistics	<b>Higher</b> GCSE(H) Topic 1: Place value and rounding Adding and subtracting Multiplying and dividing	<p>The following websites can be used to help your child develop further understanding in each of the topics taught throughout the academic year:</p> <p><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a></p> <p>This website is linked to the AQA maths</p>



	<p>Topic 6: Perimeter, Area and Volume</p> <p><b>Foundation</b>  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><b>Foundation</b>  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><b>Foundation</b>  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:  <a href="http://www.bbc.co.uk/education/subjects/zqhs34j">http://www.bbc.co.uk/education/subjects/zqhs34j</a>  <a href="http://www.mathsbot.com">www.mathsbot.com</a> <a href="http://online.justmaths.co.uk/">http://online.justmaths.co.uk/</a>  <a href="https://mathslinks.net/links/mr-carter-maths">https://mathslinks.net/links/mr-carter-maths</a>  <a href="https://www.mrbartonmaths.com/">https://www.mrbartonmaths.com/</a>  <a href="http://donsteward.blogspot.co.uk/">http://donsteward.blogspot.co.uk/</a>  <a href="http://www.onmaths.com">http://www.onmaths.com</a></p>
<b>Music</b>	<p><b>Soundscapes and Graphic Scores</b>  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><b>Western Classical Music</b>  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><b>The Planet Suite</b>  Students explore this powerful and enchanting piece composed by Gustav Holst. They learn to identify</p>	<p><b>All That Jazz Part 1</b>  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><b>Soundscapes:</b>  Watch the graphic score and performance of 'Stripsody' by Cathy Berberian (on YouTube watch?v=IjIncO4c89g). 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><b>Western Classical Music:</b>  Learn to recognise instruments by sight and by ear whilst watching this funny clip (YouTube watch?v=Srl2m8twX0)</p> <p><b>Jazz/Blues:</b>  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
<b>PE</b>	Girls: Netball, Lacrosse, Handball, Gym  Boys: Football, Basketball, Rugby	Girls: Handball, Football, OAA, Gym  Boys: Lacrosse, HRF, Handball	Girls: Rounders, Athletics, Interform  Boys: Cricket, Softball, Athletics, Inter-form	Netball, Streetcheer, Football, Basketball, Badminton, Cricket, Athletics, Rounders
<b>Religion and Ethics</b> (RE GCSE course begins)  Exam board: Eduqas	<b><u>Islam – Beliefs and Practices</u></b> <ul style="list-style-type: none"> <li>Why is Mohammad important (pbuh)?</li> <li>What is the Qur'an and other Muslim sources of authority?</li> <li>Why is prophethood important?</li> <li>What is the importance and role of angels?</li> <li>What is halal and haram?</li> <li>What do Muslim wear and what is the link to equality?</li> </ul>	<b><u>Relationships</u></b> <ul style="list-style-type: none"> <li>Sex before marriage and cohabitation- what are the Christian and Muslim values?</li> <li>Contraception- is it unnatural and disrespectful to God? What is the purpose of Marriage in Christianity and Islam</li> <li>Same sex relationships- are they acceptable in the eyes of God? Should religion fit in with society?</li> <li>Divorce in Christianity and Islam</li> <li>Families- what are the teachings</li> </ul>	<b><u>Issues of Good vs Evil</u></b> <ul style="list-style-type: none"> <li>What makes an act 'wrong'?</li> <li>Fate and Freewill</li> <li>Beliefs and attitudes about the causes of crime and the aims of punishment.</li> <li>The treatment of criminals and the work of prison reformers / chaplains.</li> <li>Death penalty and varied responses to</li> <li>Original Sin and 'Soul making.'</li> <li>Philosophical challenges posed by belief in God.</li> <li>Belief in Al Qadr / Predestination (Islam)</li> </ul>	<a href="http://www.request.org">www.request.org</a> <a href="https://humanism.org.uk">https://humanism.org.uk</a> Eduqas revision materials - <a href="#">GCSE Religious Studies   Eduqas</a>  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.

	<ul style="list-style-type: none"> <li>• What are Muslim beliefs about the afterlife?</li> <li>• What is the difference between Sunni and Shi'a Islam?</li> <li>• What are the 5 pillars and Shahadah?</li> <li>• What is Salah and worship in the Mosque?</li> <li>• How does Zakah and Sawm encourage sacrifice?</li> <li>• Why and how is Eid-ul-fitr celebrated?</li> <li>• Why is the prophet Ibrahim and Eid-ul-Adha so significant?</li> <li>• What is the significance of Hajj?</li> <li>• What is the impact of Jihad on daily lives</li> <li>• 5 pillars summary</li> </ul>	<p>about roles and duties? Role of women and gender equality in worship- what does Christianity and Islam teach?</p> <p><b><u>Human rights:</u></b></p> <ul style="list-style-type: none"> <li>• Why do Christians support human rights? (equality and agape)</li> <li>• Prejudice and Discrimination- Christianity and Islam- why is it wrong in the eyes of God? What did Justice mean to Jesus?</li> <li>• What is do Christian Aid do?</li> <li>• Why is charity a duty in Islam? What do Islamic Relief do?</li> <li>• Amnesty international and report writing- what do they do and what human rights issues are there in the world?</li> <li>• Personal Conviction- an investigation into Martin Luther King and Malala Yousafzai</li> </ul>		
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	<ul style="list-style-type: none"> <li>• What happens at the major Muslims festivals, including Ashura.</li> <li>• What are the 10 Obligatory Acts of Shia Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Censorship and Freedom of Speech and Extremism – should people be allowed to express their faith?</li> </ul>		
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<p><b>Science</b></p> <p><b>KS3 Year 9 supporting the transition to Combined Science – GCSE (9-1)</b></p>	<p>Physics 9I &amp; J – Forces and motion, force fields and electromagnets.</p> <p>Biology Year 9 Biology transition to GCSE (Disease, control systems, testing medicines, ecology) Year 9 Biology project lesson</p> <p>Year 9 Chemistry transition to GCSE (Ions, energy transfers, rates of reaction, chemical equations, standard form, equilibria) Year 9 Chemistry project lesson</p> <p>Year 9 Physics transition to GCSE (Differences, fields. Cause and effect, models, variable and graphs) Year 9 Physics project lesson</p>	<p>Topic 1 - Biology – Key Concepts</p> <p>Topic 2 -Biology – Cells and control</p> <p>Topics 1 and 2 - Chemistry – States of matter, methods of separating and purifying substances</p> <p>Topics 3 &amp; 4 - Chemistry – Atomic Structure and The Periodic Table</p> <p>Core Practical – Practical assessment and write up</p> <p>Topic 1 - Physics – Motion</p> <p>Topic 2 - Physics – Forces and Motion</p> <p>Topic 3 Biology – Genetics (start in spring term)</p>	<p>(Continued from spring term) Topic 3 Biology – Genetics</p> <p>Topic 4 – Biology – Natural selection and genetic modification.</p> <p>Revision for Summer Exams. Biology, Chemistry and Physics, this will include all topics taught from the beginning of Year 9 to present.</p> <p>Topic 3 - Physics -Conservation of energy</p> <p>Core Practical – Practical assessment and write up</p> <p>Review of biology topics 1-4 Review of chemistry – topics 1-4 Review of physics – topics 1-3</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board – Combined Science) <a href="https://www.bbc.co.uk/bitesize/examspecs/zqkww6f">https://www.bbc.co.uk/bitesize/examspecs/zqkww6f</a></p> <p>Combined Science Revision guide and workbook available to purchase from school library via parent pay.</p> <p><a href="http://www.ngkids.co.uk/">http://www.ngkids.co.uk/</a></p> <p>Visit – Manchester Science and industry museum and Manchester museum.</p>
<p><b>Spanish</b></p> <p>(Students study either Spanish OR French depending on their year group)</p>	<p>Town, directions Weather Free time</p> <p>Present tense Future tense Past tense</p>	<p>Food and drink Spanish customs ( food) Shopping for food Healthy living Clothing &amp; fashion Uniform Shopping for clothes Present tense Future tense Conditional tense</p>	<p>Holidays Places of interest Where/ how/ who with Holiday activities Present/ past/ future tenses Conditional tense</p> <p>Cinema and film Body and illness</p>	<p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>( see staff for password)</p> <p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p> <p><a href="http://www.digitaldialects.com">www.digitaldialects.com</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/zfckjxs">http://www.bbc.co.uk/education/subjects/zfckjxs</a></p>

<b>Technology</b>  One of four rotations	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"><li>Students will study and use a range of new and emerging technologies including a 3D printer, laser cutter and modern materials.</li><li>Students will study a range of material areas including Resistant Materials, Graphics and Product Design.</li><li>Students will develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products.</li><li>Students will investigate, disassembly and evaluate activities related to products and their applications.</li><li>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.</li><li>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.</li><li>Students will be taught the key aspects of the controlled assessment and the written exam in preparation for year 10.</li><li>Students will study and use a range of new and emerging technologies including a 3D printer, laser cutter and modern materials</li><li>They will look at a range of designers including James Dyson and Lonnie Johnson</li></ul> <p><b>Food Preparation &amp; Nutrition</b></p> <ul style="list-style-type: none"><li>Pupils build on topics covered in year 7 and 8 such as 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.</li><li>They carry out food science experiments looking at the effect of heat on starch and ways to thicken sauces (Gelatinisation and dextrinization).</li><li>Pupils are taught about Diet and health related problems. They also learn about BMI, BMR, PAL, EAR, energy balance and factors influencing a person's energy needs. They carry out a nutritional analysis of two dishes comparing to the EAR of teenagers as well as how to modify one to make it healthier.</li><li>The pupils continue to develop their practical skills under the theme 'Skills for Life' by using a wide range food preparation technique to make dishes such as: Pasta bake, Cottage pie, Cheesecake, Sausage rolls, Spring rolls, Fresh pasta, and tomato sauce, Risotto (the number of dishes made will depend on the length of their rotation). They also learn some food science looking at the effect of agitation on protein whilst making meringues as a part of this topic.</li></ul> <p><b>Computer Science</b></p>	<p><b><u>Design &amp; Technology:</u></b> <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p> <p><a href="http://www.design-technology.info/home.htm">http://www.design-technology.info/home.htm</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/design/">http://www.bbc.co.uk/schools/gcsebitesize/design/</a></p> <p><a href="http://www.designandtech.com/">http://www.designandtech.com/</a></p> <p><b><u>Food Preparation &amp; Nutrition</u></b> <a href="http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml">http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml</a></p>
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**Cyber-security**

This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.

**Blender**

Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. Sessions will take learners through the basics of modelling, texturing, and animating; outputs will include 3D models and short videos.

**Python Programming**

This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. Great care has been taken so that the selection of problems used in the programming tasks are realistic and engaging: learners will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more. A range of pedagogical tools are employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples. The Year 7 and 8 Programming units are prerequisites for this unit.

**Computer Science**

[www.codecademy.com/learn/python](http://www.codecademy.com/learn/python)

<https://code.org>

<http://www.bbc.co.uk/education/subjects/zvc9q6f>

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