

# Year 9 Curriculum Overview

## 2020/21



THE MARSH ACADEMY



*The Skippers' family of schools*

# Introduction

This document is designed to help parents and carers in the support of their child. It is not intended to be a detailed Scheme of Work for any subject, but will give a flavour of what is being learnt each term across the curriculum. The precise nature of what is covered in each lesson will evolve and will be significantly different for each group, but we hope that this will give parents / carers the ability to talk to their child about what they are learning at school.

## English

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Redeem Yourself</b>	<b>Redeem Yourself</b>	<b>The Bard</b>	<b>The Bard</b>	<b>Dystopias</b>	<b>Dystopias</b>
We will be learning how a writer presents their ideas in a novel from the 19 <sup>th</sup> Century focusing on Charles Dickens' A Christmas Carol. We will consider his themes of Christmas as well as redemption, family and the role of the protagonist. Students will gain understanding of the historical and social context and how the author reflects the feelings of a time. Students will be assessed in the form of a discursive essay.	We continue to use A Christmas Carol as a stepping stone for students to form their own opinions about topics still relevant today. They will learn how to use rhetoric effectively in their own writing and produce articles persuading an audience of their own viewpoint.	We will be learning the literary heritage which led to Shakespeare and understanding the importance of theatre in Elizabethan England. They will then produce their own descriptions using Shakespearean imagery. We will then begin the study of Macbeth focusing on the role of the tragic hero and learning dramatic techniques such as soliloquy and iambic pentameter.	We will continue to use Macbeth to explore the methods Shakespeare used to create character and tragedy understanding fatal flaw, hubris and the battle between good and evil. Students will gain an excitement around Shakespeare's use of language and dramatic structure to portray his stories to an audience. Students will be assessed on their understanding of the whole play.	We will be learning about the world of dystopias in science fiction writing across our literary heritage. From the writings of Johnathan Swift through to George Orwell and modern takes on the genre such as The Hunger Games. Students will analyse both language and how the stories are structured for maximum impact as well as evaluating the effect.	Students will then have the opportunity to create their own vision of the future as a utopia or dystopia. They will develop their understanding of narrative structure and create detailed settings and characters using the expert authors they have studied as models. They will be assessed on this narrative alongside their ability to evaluate their own work as well as others.
<b>Key Terminology</b> Victorian Industrial Revolution Foreshadowing Catharsis Redemption	<b>Key Terminology</b> Rhetoric Emotive Anecdote Exposition Resolution	<b>Key Terminology</b> Tragedy Fatal Flaw Hamartia Hubris Soliloquy	<b>Key Terminology</b> Couplet Iambic pentameter Oxymoron Dramatic irony Sonnet	<b>Key Terminology</b> Satire Propaganda Democracy Characterisation Evaluation	<b>Key Terminology</b> Cathartic effect Climax Symbolism Extended metaphor Allegory

# Mathematics

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Types of number;</b>  <b>Angle geometry problems involving parallel lines, triangles and quadrilaterals; Using Formulae</b></p>	<p><b>Prime factor decomposition, Sorting using Venn Diagrams, Fractions, Expanding and Factorising</b></p>	<p><b>Handling data;</b>  <b>Presenting data;</b>  <b>Correlation; Ratio;</b>  <b>Pythagoras</b></p>	<p><b>Solving equations;</b>  <b>Percentages; Accuracy and approximation</b></p>	<p><b>Probability;</b>  <b>Transforming shapes;</b>  <b>Sequences; Working with inequalities</b></p>	<p><b>Area and perimeter; Circles;</b>  <b>Proportion; Volume;</b>  <b>Trigonometry</b></p>
<p>Ordering integers, decimals and negatives, including recurring decimals. Building on number theory from year 7 and 8 to improve number sense.            Apply angle geometry knowledge to problems requiring a chain of reasoning.            Substituting into algebraic expressions and formulae.</p>	<p>Utilise prior knowledge on types of number and build on applying this by sorting sets of numbers into Venn diagrams.            Find highest common factors and lowest common multiples for larger numbers,            Build fluency with use of fractions.            Combining terms, expand and factorise algebraic expressions (including quadratics).</p>	<p>Recap prior learning of statistical tools and push forward by looking at how to compare two sets of data.            Refresh prior learning on ratio and introduce a range of related problems which can be represented and solved using bar modelling.            Finding missing lengths of right angled triangles using Pythagoras</p>	<p>Solving equations where unknowns are on both sides, where fractions are involved and there are two unknowns.            Percentage increase and decrease with a calculator – including learning about compound interest and depreciation.            Estimation, accuracy and constructing error intervals.</p>	<p>Refreshing prior learning and pushing forward with different mathematical models for probability including Frequency and Probability Trees and Venn Diagrams.            Identifying different types of sequences. Relating sequences with linear graphs.            Understanding how to solve inequalities and represent them graphically.</p>	<p>Perimeter and area of all basic 2d shapes including circles and inverse operations to find missing lengths. Finding volume of prisms including cylinders.            Real world proportion scenarios including recipe and “Best Value” questions.            Introduction to Trigonometry involving learning trigonometric ratios leading to pupils finding missing sides and angles of right-angle triangles.</p>
<p><b>Key Terms</b>            Cube, square, rational, irrational, surd parallel, corresponding, alternate, co-interior, vertically opposite, expression, formula</p>	<p><b>Key Terms</b>            Expand, factorise, set, terms, product, quadratic</p>	<p><b>Key Terms</b>            Correlation, causation, mean, mode, range, distribution hypotenuse</p>	<p><b>Key Terms</b>            Approximation, error interval, compound interest, multiplier, simultaneous,</p>	<p><b>Key Terms</b>            Mathematical Modelling, relative frequency, independent, conditional, geometric, quadratic, Fibonacci, linear</p>	<p><b>Key Terms</b>            Compound, Prism, Sphere, Cone, Hypotenuse, Adjacent, Opposite, Inverse, Equating</p>

# Science

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Genetics</b></p> <p><b>Natural Selection and GM</b></p>	<p><b>States of Matter</b></p>	<p><b>Forces and Motion</b></p>	<p><b>Key concepts in Physics</b></p> <p><b>Health and Disease</b></p>	<p><b>Acids and alkalis</b></p> <p><b>Mass Electrolytic Metals</b></p>	<p><b>Exchange and transport in animals CB8, Cells and control</b></p>
<p>To recall the structure of a cell, describe / understand what DNA is, structure, extractions, genetics and genetic modification.</p>	<p>Mendeleev Understanding of the periodic table, who was involved with the formation of the periodic table, the arrangement of the periodic table, characteristics and properties of the different elements.</p> <p>To understand covalent and ionic bonding and properties.</p> <p>To understand how different substances are separated.</p> <p>Distillation, miscible and immiscible, fractional distillation, filtration, chromatography.</p>	<p>Free body diagrams</p> <p>Friction</p> <p>Speed and transfer</p> <p>Weight</p> <p>Newtons laws</p> <p><math>F=ma</math></p> <p>Vectors</p> <p>CP1 CP2</p> <p>GPE, KE</p> <p>Energy transfers</p> <p>Conservation</p> <p>Heat transfer</p> <p>Efficiency</p> <p>Energy sources</p> <p>Work done</p> <p>Power</p> <p>CP3 CP7 CP8</p>	<p>To understand the key concepts in physics and energy.</p> <p>To have an understanding of the health and disease, the different types, how they are spread and how they are controlled.</p>	<p>To understand acids and alkalis, uses, pH scale, neutralisation reactions and every day life.</p> <p>To have an understanding and use different calculations involving mass.</p> <p>To understand how different metals are obtained from their natural source and their uses.</p>	<p>Mitosis and Meiosis</p> <p>Growth in animals</p> <p>Growth in plants</p> <p>Stem Cells</p> <p>Nervous system</p> <p>Transport and exchange</p> <p>Circulatory system</p> <p>Blood</p> <p>The heart</p> <p>Cellular respiration</p> <p>Aerobic and anaerobic respiration</p> <p>Respiration rates</p> <p>Osmosis / diffusion/ active transport to pad out.</p> <p>To have an understanding of the health and disease, the different types, how they are spread and how they are controlled (continued from Term 4)</p>
<p><b>Key Terms</b></p> <p>Density, Pressure, Air pressure, Atmospheric pressure, Liquid pressure, Floating, Sinking, Upthrust</p> <p>Forces, DNA, Nucleus, Adenine, Cytosine, Guanine</p> <p>Thymine, Hydrogen bonds, Back bone, Chromosomes, Hereditary, Inheritance</p>	<p><b>Key Terms</b></p> <p>Periodic table, Mendeleev, Groups, Periods, Alkali metals, Transition metals, Halogens, Noble gases, Characteristics, Properties, Displacement, Reactivity, Physical, Chemical, Metal, Non metal, Oxidation, Oxides, Acidic, Alkaline, Electron shells, Metal extraction</p>	<p><b>Key Terms</b></p> <p>Forces, Gravity, Friction, Up thrust, Air resistance, Water resistance, Drag, Free body diagram, Power</p> <p>Work done, Vectors, Force, Mass, Acceleration</p>	<p><b>Key Terms</b></p> <p>Pathogen, Micro organism, Bacteria, Virus, Fungi, Transmission, Water borne, Air borne</p> <p>Vector, Horizontal, Vertical, Vehicle, Antibiotics, Immune System</p>	<p><b>Key Terms</b></p> <p>Acids, Alkalis, pH scale, Neutralisation, Metals, Non metals, Conductors, Insulator, Ores, Electrolysis, Reduction, Pure</p>	<p><b>Key Terms</b></p> <p>Pathogen, Micro organism, Bacteria, Virus, Fungi, Transmission, Water borne, Air borne, Vector, Horizontal Vertical, Vehicle, antibiotics, Immune System, Cardiovascular disease</p>

# French

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Mon identité (My identity)</b>	<b>Chez moi, chez toi (Where you live + food)</b>	<b>Ma vie sociale d'ado (My social life)</b>	<b>Bien dans sa peau (Health and fitness)</b>	<b>À l'horizon (My future)</b>	<b>Spécial vacances (Holidays)</b>
This unit allows students the opportunity to describe personalities and their relationships with others. They will talk about opinions on music, clothes and describe what they did last weekend.	In this unit, students will learn to describe where they live and describe their home. They'll also be talking about meals and buying food.	This unit is built around socialising in French. Students will be taught how to describe themselves in French. Along with talking about Facebook, inviting someone out and describing a date & music event.	Health and Fitness is the focus for this unit. Students will learn how to discuss parts of body, talk about sport and healthy eating. They'll use the future tense to describe plans to get fit.	Students will be able to discuss their future plans and ambitions in French. They will look at different types of jobs. There will also be a focus on the importance of learning languages.	In their final KS3 unit, students will be able to discuss holidays and adventure. This also includes holiday disasters and being able to talk about tourist attractions.
<b>Key Grammar Points:</b> <ul style="list-style-type: none"> <li>• adjectival agreement</li> <li>• practice with pronoun <i>on</i></li> <li>• using the <i>near future</i> tenses</li> <li>• using the <i>perfect tense</i></li> </ul>	<b>Key Grammar Points:</b> <ul style="list-style-type: none"> <li>• using <i>prepositions</i></li> <li>• using <i>du, de la, de l', des</i></li> <li>• using <i>il faut + infinitive</i></li> <li>• more practice with <i>the near future</i></li> </ul>	<b>Key Grammar Points:</b> <ul style="list-style-type: none"> <li>• using the verbs <i>avoir &amp; être</i></li> <li>• using <i>present tense</i></li> <li>• using the verb <i>aller</i></li> <li>• using the <i>perfect tense</i></li> </ul>	<b>Key Grammar Points:</b> <ul style="list-style-type: none"> <li>• using <i>à + definite article</i></li> <li>• using <i>il faut</i></li> <li>• using <i>du, de la, des</i></li> <li>• using the <i>near future tense</i></li> <li>• using 2 tenses together</li> </ul>	<b>Key Grammar Points:</b> <ul style="list-style-type: none"> <li>• using <i>the near future</i></li> <li>• using <i>on peut</i></li> <li>• common irregular verbs</li> <li>• <i>masculine &amp; feminine</i></li> </ul>	<b>Key Grammar Points:</b> <ul style="list-style-type: none"> <li>• using <i>je voudrais+ infinitive</i></li> <li>• using <i>reflexive verbs</i></li> <li>• using <i>perfect tense</i></li> </ul>

Please see knowledge organiser for Key Vocabulary

# History

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>How did Hitler get to power?</b></p>	<p><b>What was life in Nazi Germany like?</b></p>	<p><b>What was the Holocaust?</b></p>	<p><b>How did the Allies win WWII?</b></p>	<p><b>How does History impact the world I live in?</b></p>	
<p>Students will review the weaknesses of the Weimar government and the key events which allowed Hitler to become dictator of Germany in 1933.</p>	<p>With a dictatorship in full operation how did the lives of people in Germany change under the Nazis?</p>	<p>Students will review how the Holocaust escalated under the Nazis and the impact this had on individuals.</p>	<p>WWII shows the strength of Britain in a time where defeat looked imminent. How did we survive and what key events led to us winning?</p>	<p>History has huge ripples on our future. This unit allows students to see how History has shaped the world they will enter and provide them with an understanding of the future and issues there could be.</p>	
<p><b>Key Terms</b>            Depression            Dictator            Hyperinflation            Secret Police            Undesirables            Social groups.            Hyperinflation            Abdicate            Putsch            Riot            Communism            President            Constitution            Weimar Republic</p>		<p><b>Key Terms</b>            Genocide            Prejudice            Human Rights            Holocaust            Shoah            Concentration Camp            Death camp            November Pogrom            Kristallnacht            Racism            Remembrance            Auschwitz            Treblinka            Perpetrator            Decisions            Bystander</p>	<p><b>Key Terms</b>            Appeasement            Miracle            Evacuees            Propaganda            Rationing            Justification            Atomic Bomb            Destruction            Responsible            Opinion            Blitz            Home Front            Across the channel            Spirit            Allies</p>	<p><b>Key Terms</b>            Immigrant            Communism            Genocide            Radical            Pop culture            Cultural identity            Cold War            Capitalism            Communism            Dictator            Segregation            Conflict            Refugee            Civil War            Domino effect</p>	

# Geography

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic: Tectonic Hazards</b>	<b>Topic: Weather Hazards and Climate change</b>	<b>Topic: Ecosystems and tropical rainforests</b>	<b>Topic: Hot deserts</b>	<b>Topic: UK physical landscapes: coasts</b>	<b>Topic: UK physical landscapes: fluvial</b>
Natural Hazards pose major threats to people and property around the world, as our population continues to grow, we are becoming increasingly more at risk. In this unit students will understand the processes involved in the causes of natural hazards, as well as examining how to reduce the threat.	In this unit, we will learn about global atmospheric circulation and how this leads to major weather hazards. We'll examine the distribution of tropical storms and the impacts they have through a case study on Typhoon Haiyan. We'll also be looking at the natural and human causes of climate change, and the impacts this may have for our future.	In this unit we will cover plant and animal adaptations in the tropical rainforest, how they are being impacted by deforestation. We will also look in depth at the causes of deforestation in Malaysia and how countries are trying to manage their rainforests sustainably.	In this unit, we will investigate how life is different in rich and poor countries and why countries have developed quicker than others. We'll also examine the impact that this has on people's quality of life, by looking at how health varies.	The UK has a tremendous variety of landscapes, including high mountains, upland areas with fast-flowing rivers, and spectacular cliffs and salt marshes. In this unit we will be exploring our coastal environment, by examining the processes that happen at the coast, how they create new land and take land away.	In this unit we will be looking at how rivers shape our landscapes. Students will examine a river's journey; learning how processes change from its source all the way to its mouth. We will study the formation of waterfalls and oxbow lakes, as well as looking at the impacts of flooding and how people have adapted to protect themselves in the future.
<b>Key Terms</b> Primary hazards Secondary hazards Richter scale Core Mantle Crust Convection current	<b>Key Terms</b> Low pressure High pressure Atmospheric Milinkovic cycles Storm surge Depression Precipitation	<b>Key Terms</b> Producer Consumer Habitats Biome Indigenous Sustainable management	<b>Key Terms</b> Succulents Transpiration Nutrients Groundwater Desertification Over cultivation Afforestation	<b>Key Terms</b> Abrasion Attrition Hydraulic action Solution Hard engineering Soft engineering Weathering	<b>Key Terms</b> <b>Species</b> Fluvial Erosion Sediment Bed load Meander Drainage basin Velocity

# Religious Education

Term 1 and Term 2	Term 3	Term 4 and Term 5	Term 6
<p><b>Why is there suffering? Are there any good solutions?</b></p>	<p><b>How should we respond to matters of life and death?</b></p>	<p><b>Is religion a power for peace or cause of conflict in the world today?</b></p>	<p><b>Do we need to prove God's existence?</b></p>
<p>Students will analyse the concept of suffering, and study what Christianity and Buddhism teach about the role and purpose of suffering. In Christianity, students will explore the ancient 'problem of evil' – if God is all loving and powerful why would God allow suffering to exist? Students will evaluate different Christian responses to the problem of evil. In Buddhism, students will study how central the problem of suffering is to human experience, and learn what Buddhism teaches about the causes of suffering and the practical teachings it provides for how to overcome suffering, in this life and the next.</p>	<p>Students will explore how contemporary 'matters of life and death', are viewed in our society. Students will learn about the nature of, and debates surrounding, issues including abortion, euthanasia, genetic engineering, environmental ethics and animal rights. Students will consider diverse religious attitudes to these issues, as well as non-religious and scientific worldviews in order to consider what they believe to be the right and wrong approaches to these controversial issues.</p>	<p>Religion is often cited by atheists as one of the biggest causes of conflict in our world. Students will consider the extent to which this is true, or whether this is lazy thinking. By learning about different meanings of peace and conflict in our society, students will analyse a number of contemporary 'religious' conflicts including groups of Christians, Buddhists and Muslims in order to appreciate their underlying causes. Students will learn what religious texts teach about the nature of peace and conflict, as well as the different ways in which religious and non-religious organisations work to achieve peace in the world today.</p>	<p>Students will study philosophical approaches in order to understand different ways that thinkers have tried to prove God's existence. Students will study arguments from cosmology, design, religious experience and revelation. Students will learn about the theories of Evolution and the Big Bang in order to consider how successful these work as challenges to the existence of a creator God. Can they be complimentary? Students will begin to evaluate whether God's existence should remain in the realm of faith or whether it demands proof.</p>
<p><b>Key Terms</b></p> <ul style="list-style-type: none"> <li>Omniscient</li> <li>Omnipotent</li> <li>Omnibenevolent</li> <li>Subjective</li> <li>Problem of Evil</li> <li>Theodicy</li> <li>Four Noble Truths</li> <li>Dukkha</li> <li>Samsara</li> </ul>	<p><b>Key Terms</b></p> <ul style="list-style-type: none"> <li>Abortion</li> <li>Sanctity of life</li> <li>Stewardship</li> <li>Dominion</li> <li>Anthropocentric</li> <li>Environmentalism</li> <li>Euthanasia</li> <li>Situation Ethics</li> <li>Genetic Engineering</li> </ul>	<p><b>Key Terms</b></p> <ul style="list-style-type: none"> <li>Terrorism</li> <li>Pacifism</li> <li>Reconciliation</li> <li>Civil disobedience</li> <li>The Troubles</li> <li>Rohingya</li> <li>Protestant</li> <li>Catholic</li> <li>Islamophobia</li> </ul>	<p><b>Key Terms</b></p> <ul style="list-style-type: none"> <li>Cosmological</li> <li>Teleological</li> <li>Visions</li> <li>Revelation</li> <li>Big Bang Theory</li> <li>Evolution</li> <li>Genesis</li> <li>Creationist</li> <li>Miracle</li> </ul>

# Art

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
<b>PORTRAIT</b>		<b>STILL LIFE</b>		<b>LANDSCAPE</b>				
<p>Facial features, proportion through drawing self-portrait.</p> <p>Research and respond to a series of artists from the past and the present. Understanding the differences between modern and traditional styles of art.</p> <p>Students should explore three or more of the following techniques:</p> <table border="1"> <tr> <td><b>Drawing</b> With charcoal With pencil With pastels</td> <td><b>Painting</b> With Acrylics With Watercolour With Inks</td> <td><b>Printing</b> Mono printing Lino printing Etching</td> </tr> </table> <p>Learn how to develop own style by creating artist fusions, combining the style of two or more artists together.</p> <p>Create a series of developmental outcomes refining the work and making it more personal as it develops.</p> <p>Creating a final outcome.</p>		<b>Drawing</b> With charcoal With pencil With pastels	<b>Painting</b> With Acrylics With Watercolour With Inks	<b>Printing</b> Mono printing Lino printing Etching	<p>Students will learn how to set up an effective still life.</p> <p>They will learn how to record from observation.</p> <p>Students will be researching and responding to relevant contemporary artists such as, Katherine Morling and Louise Daneels.</p> <p>Students should explore the following formal elements:</p> <p><b>Line</b> <b>Form</b> <b>Tone</b> <b>Colour</b> <b>Shape</b></p> <p>Students will gain a better understanding of the 'formal Elements' and will learn how to effectively analyse and evaluate their own work and the work of others</p> <p>Exploring and developing skills in 3D mediums, techniques and processes including card sculpture and clay and creating personal and meaningful outcomes.</p>		<p>Perspective, space and distance through textile applique. Research and respond to a series of historical and contemporary artists.</p> <p>Understand textile processes and mark making.</p> <p>Students should explore 3 or more of the following techniques:</p> <p><b>Drawing</b> to show perspective, Mark making to show texture <b>Photography</b> to use as inspiration in landscape work <b>Collage</b> to show perspective and colour/ pattern and planning</p> <p><b>Textiles</b>, Yarn wrapping, Batik/ Japanese dye techniques, Hand sewing, Satin stitch, Machine Sewing (free hand), Applique, Reverse Applique</p> <p>Learn how to develop work by mixing together techniques and styles.</p> <p>Create series of developmental outcomes and planning. Create final outcome in appropriate scale to be able to complete within time.</p>	
<b>Drawing</b> With charcoal With pencil With pastels	<b>Painting</b> With Acrylics With Watercolour With Inks	<b>Printing</b> Mono printing Lino printing Etching						
<p><b>Key Terms:</b> Portrait, self-portrait, facial features, proportions, observational, painting, oil paints, watercolour, acrylic paints, ink, mono printing, lino printing, etching, combining, fusing, developing, personal response. Formal elements, line, form, tone, colour, shape, contemporary, sculpture, clay, ceramics, card, mediums, still life. Textiles, Yarn wrapping, Batik/ Japanese dye techniques, Hand sewing, Satin stitch, Machine Sewing (free hand), Applique, Reverse Applique, Landscape, Perspective.</p>								

# PE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic: Invasion Games</b>	<b>Topic: Invasion Games</b>	<b>Topic: Invasion Games / Net games</b>	<b>Topic: Invasion Games / Net games.</b>	<b>Topic: Athletics</b>	<b>Topic: Striking and Fielding</b>
<p><b>Brief Description of Content:</b> Games which involve attackers and defenders (Rugby, Football, Basketball, Netball, Handball)</p> <p><b>Overarching assessment objective:</b> <b>Communication –</b> To communicate effectively with others and staff through verbal and non-verbal communication</p>	<p><b>Brief Description of Content:</b> Games which involve attackers and defenders (Rugby, Football, Basketball, Netball, Handball)</p> <p><b>Overarching assessment objective:</b> <b>Achievement –</b> To experience achievement in and out of the classroom</p>	<p><b>Brief Description of Content:</b> Games which incorporate personal skill development and analysis (Badminton, Tennis, volleyball)</p> <p><b>Overarching assessment objective:</b> <b>Resilience –</b> To experience challenge and adapt in a positive way.</p>	<p><b>Brief Description of Content:</b> Games which incorporate personal skill development and analysis (Badminton, Tennis, volleyball)</p> <p><b>Overarching assessment objective:</b> <b>Decision Making–</b> To make correct decisions to positively affect the students learning</p>	<p><b>Brief Description of Content:</b> Skill and technique driven sports (throwing, sprinting, long distance and jumping events)</p> <p><b>Overarching assessment objective:</b> <b>Self-Organisation –</b> To be able to use information correctly to co-ordinate themselves.</p>	<p><b>Brief Description of Content:</b> Games which incorporate personal skill development and analysis (Rounder's, Cricket and Softball)</p> <p><b>Overarching assessment objective:</b> <b>CARDSS –</b> To be able to use all skills developed over the year and display these in sporting environments.</p>
<p><b>Key Terms/ Stretch Vocabulary:</b> Consistency Verbal Communication Non-Verbal Communication Constructively Micro Reviews Reinforce Effectiveness</p>	<p><b>Key Terms/ Stretch Vocabulary:</b> Evaluate Recall Justify Positive behaviours Learnt behaviours Achievement</p>	<p><b>Key Terms/ Stretch Vocabulary:</b> Challenge Comfort Zone Demonstrate Application Review Reinforce Influence</p>	<p><b>Key Terms/ Stretch Vocabulary:</b> Impact Recall Rectify Demonstrate Influence Constructively Combination</p>	<p><b>Key Terms:</b> Evaluation Performance Examine Aspects Comprehensively Confident</p>	<p><b>Key Terms:</b> Consistency Verbal Communication Non-Verbal Communication Constructively Micro Reviews Reinforce Effectiveness Examine Aspects Comprehensively Confident Influence</p>

# Food Technology

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Practical Skills / Food Hygiene</b>			<b>Practical Skills and Mini Project</b>		
<p>Research structure of the hospitality industry</p> <p>Developing and understanding a knowledge of catering provision requirements.</p> <p>Experimenting with ingredients, commodities and cooking methods.</p> <p>Designing dishes that are creative and are finished well.</p> <p>Developing an understanding of how kitchens work in the hospitality industry.</p> <p>Making a variety of practical dishes.</p> <p>Experimenting with ingredients and finishing techniques.</p> <p>Developing and understanding of how different roles work in the hospitality industry.</p> <p>Recording, evaluating and presenting dishes using a variety of techniques and ingredients.</p> <p>Recycle, Reduce, Reuse</p> <p>Explore presentation expectations heading into GCSE.</p>			<p>Sustained personal project – mimicking the style of a GCSE personal project.</p> <p>Create mind-maps and mood boards to record ideas.</p> <p>More in depth research into the dishes / ingredients / nutrition of dishes. Research into the Environmental impact of ingredients and dishes. Explain customer needs (food allergies and preferences). Recycle, Reduce, Reuse</p> <p>Theory: operation of front of house, what do hospitality venues need to be successful.</p> <p>Drawing from imagination and being creative by developing ideas.</p> <p>Planning and creating a time plan.</p> <p>Developing independence in ability to generate creative ideas / dishes.</p> <p>Able to work and develop independence within the kitchen when making dishes.</p> <p>Recording, evaluating and presenting dishes using a variety of techniques and ingredients.</p> <p>Explore presentation expectations heading into GCSE.</p>		
<b>Key Terms</b>					
<p>Developing, Food Safety, Food Hygiene, Bridge, Claw, Pathogens, Bacteria, Personal Hygiene, Kitchen skills, Commodities (food stuffs / ingredients), cooking methods, creating dishes, food allergies and preferences , time plans, hospitality and catering industry structure and roles.</p>					

# Drama

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic:</b> <b>GCSE Skills</b> <b>Introduction to Live Review</b>	<b>Topic:</b> <b>GCSE Skills</b> <b>Naturalism – Stanislavski</b>	<b>Topic:</b> <b>GCSE Skills</b> <b>Adam’s Ark (Script)</b>	<b>Topic:</b> <b>GCSE Skills</b> <b>Physical Theatre</b>	<b>Topic:</b> <b>GCSE Skills</b> <b>Physical Theatre</b>	<b>Topic:</b> <b>GCSE Skills</b> <b>Devising from a stimulus</b>
During this term we will be developing the skills needed to produce a high level response to an exam question, based on a review of a performance of live theatre.	During this term, students will explore the working practices of Konstantin Stanislavski and his naturalistic style. Students will explore how actors use their own life experiences to influence their characters in performances.	During this term, students will Explore the play Adam’s Ark, looking at the cultural context and historical context surrounding the play. Students will be create a re-interpretation in preparation for the GCSE course.	During this term we will be exploring the physical theatre style at a more advanced level. We will be communicating ideas and concepts through movement and physical skills.	In this term we will continue to study the Physical Theatre style, exploring practitioners and theatre companies used at GCSE and A Level, creating interesting performances including physical techniques.	In this term we will explore a GCSE topic as a whole class. The topic will vary depending on the cohort but could range from gun crime in America to the refugee crisis.
<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Body Language</li> <li>• Gesture</li> <li>• Chorus</li> <li>• Ensemble</li> <li>• Lighting States</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Practitioner</li> <li>• Truthful Acting</li> <li>• Magic If</li> <li>• Emotional Memory</li> <li>• Method Acting</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Thought Tracking</li> <li>• Mark the Moment</li> <li>• Off-text improvisation</li> <li>• Set design</li> <li>• Costume design</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Body Language</li> <li>• Gesture</li> <li>• Chorus</li> <li>• Ensemble</li> <li>• Choral Movement</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Synchronised Movement</li> <li>• Frantic Assembly</li> <li>• Chair Duets</li> <li>• Canon</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Split Stage</li> <li>• Juxtaposition</li> <li>• Contextualisation</li> <li>• Stylised Movement</li> <li>• Physical Theatre</li> </ul>

# Music

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic:</b> Ukulele		<b>Topic:</b> Soundtracks and Music within the media		<b>Topic:</b> Band Performance	
Over these two terms, students will begin to learn instrument specific notation within the guitar family, tablature. Using this knowledge, students will develop their instrumental skill on the Ukulele, developing a repertoire of songs that they can perform as part of an ensemble and as a soloist.		Over these two terms students will explore how music is used within media such as films, adverts, musical theatre and TV shows. Students will explore a range of musical styles, developing their own composition skills to fit a particular 'mood' within a scene.		Over these two terms, students will demonstrate their performance skills to perform songs in a small ensemble to be performed to an audience. Students will develop their understanding, on their chosen instrument, of musicality, performance, music notation and stage presence. Students will develop their teamwork and communication skills throughout this unit.	
<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Drum Skin</li> <li>• Djembe</li> <li>• Accent</li> <li>• Polyrhythm</li> <li>• Syncopation</li> <li>• Improvisation</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Agogo</li> <li>• Call and Response</li> <li>• Composition</li> <li>• Graphic Notation</li> <li>• Performing</li> <li>• Canon</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Ensemble</li> <li>• Atmosphere</li> <li>• Rhythm</li> <li>• Tempo</li> <li>• Crescendo</li> <li>• Diminuendo</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Orchestration</li> <li>• Repetition</li> <li>• Theme</li> <li>• Diegetic Music</li> <li>• Extra-Diegetic Music</li> <li>• Character Music</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Contemporary</li> <li>• Repertoire</li> <li>• Stage Presence</li> <li>• Stage Plan</li> <li>• Memorising Music</li> </ul>	<b>Key Terms</b> <ul style="list-style-type: none"> <li>• Performance Analysis</li> <li>• Music Cover</li> <li>• Emotion in performance</li> <li>• Sound Design</li> <li>• Music Marketing</li> <li>• Rehearsal</li> </ul>