

Curriculum Plan: ART – Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	What is portraiture and why are portraits made of people?	<ul style="list-style-type: none"> Tonal Drawing Pen Drawing Photoshop composites Personal responses to researching the Icon theme Monoprinting 	1. Individual pieces within sketchbook. 2. EA Exam 1 – Tonal drawing of Icon	<u>Reading List</u> <ul style="list-style-type: none"> <u>Other activities</u> <ul style="list-style-type: none"> Research into background of Icon. Interesting facts.
Term 1b	How can Artists work inspire my own creations?	<ul style="list-style-type: none"> Look at the following artists and create copies of their work to understand the process David Bray Marion Bolognesi Roy Lichtenstein Andy Warhol Trying a range of media to produce artist research pieces 	3. Artist research piece 1 4. Artist research piece 2	<u>Other activities</u> <ul style="list-style-type: none"> Collecting interesting facts about Icons life.
Term 2a	What media can I use to show variety within my observations?	<ul style="list-style-type: none"> Focus creating a final piece connected to the theme of Icons Pen Drawing Monoprinting Oil pastel Pencil shading Watercolour Mark making techniques Photography and drawing from photographs Rubbings 	5. Observational drawing 6. EA Exam 2 Final Piece connected with Icons	<u>Reading List</u> <u>Other activities</u> <ul style="list-style-type: none"> Annotating sketchbook work.
Term 2b	How can I show my own personality within the Icon brief?	<ul style="list-style-type: none"> Experimenting with a range of Art techniques and medias to create a range of unique experiments Looking at colour to develop a project Begin to work more independently by choosing an inspirational person personal to you Taking inspiration from Andy Warhol to create bold experiments Experimenting with: <ul style="list-style-type: none"> Watercolour Oil Pastel 	7. Experimental piece 1 8. Experimental piece 2	<u>Reading List</u> <u>Other activities</u> <ul style="list-style-type: none"> Taking own photographs of an inspirational person in your life.
Term 3a	How can I further develop my work to show purpose in my work?	<ul style="list-style-type: none"> Follow the Brief – “A publishing company has commissioned you to make a series of illustrations for a book about your Icons life” Research Icon for interesting facts in their life. 	9. Evaluation of Artists, experiments and portfolio 10. EA Exam 3 – Final piece plan	<u>Reading List</u> <ul style="list-style-type: none"> One man’s eye – Seigal, A <u>Other activities</u> <ul style="list-style-type: none"> Continual work towards your GCSE portfolio will be key to improving your grade – add in experiments, observations, photographs and artist research pieces that you think will link closely and help to show a story.
Term 3b	How do I finish my final piece with accuracy and precision to ensure the highest grade?	<ul style="list-style-type: none"> Create a series of illustrations that show facts about your Icon’s life. Link to an artist’s techniques 	11. Final piece 12. Complete Natural Forms project	<u>Other Activities</u> <ul style="list-style-type: none"> Look through your portfolio to identify where your ideas for your final piece came from. If there are links missing, try to add in more observations, experiments or artists that would bridge the gap and help your work to flow.

Curriculum Plan NCFE Business and Enterprise – Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1	<p>What are different types of businesses in the local area?</p> <p>Could I be an entrepreneur? What skills would I need?</p> <p>What is meant by a target market?</p>	<ul style="list-style-type: none"> • Identification of business types. • Identifying local business ownership within Swanscombe and surrounding areas. • Identification of the skills and characteristics needed by entrepreneurs. • Highlighting of target markets by chosen entrepreneurs to research. 	<p>1. Coursework submissions</p> <p>Students within Unit 1- Section 1.1-1.4 will be developing their knowledge and understanding of the different business ownership types and will be looking to link this knowledge with local businesses.</p> <p>Students will further develop their understanding with target markets for these companies and looking to apply this understanding towards setting up a company of their choice.</p> <p>Within Unit 1 – Section 2.1-2.5 Students will be identifying the key skills and characteristics of an entrepreneur.</p> <p>2. EA Exam 1</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Thinking Like An Entrepreneur: How To Make Intelligent Business Decisions That Will Lead To Success In Building And Growing Your Own Company Peter I.Hupalo ISBN-13: 978-0967162409 <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Interview a local tradesman or business owner and discuss the skills they feel is needed to run a business.
Term 2	<p>What risks would you be willing to make when starting a business?</p> <p>What rewards could you get when running a business?</p> <p>What business will you plan for?</p>	<ul style="list-style-type: none"> • Identification of the various risks to a new business or enterprise. • Identification of the various rewards to a new business or enterprise. • Planning stages of a new business idea. 	<p>3.Coursework submissions</p> <p>Within Unit 1 – Section 3.1-3.3 students will be studying the risks entrepreneurs face when starting a business. Students will also be looking at the possible rewards that could come from taking the calculated risks.</p> <p>4. Research project -Research a famous business man/women. Describe their business and how it is owned and run. Describe the risks and rewards they would have received when starting their businesses.</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Managing Business Risk: A Practical Guide to Protecting Your Business Hardcover – 3 Mar 2008 by Jonathan Reuvid (Author) ISBN-13: 978-0749450595 <p><u>Other activities</u></p> <p>Interview a local businessman/Woman and discover what risks are realistic for them.</p>
Term 3	<p>What makes a good business plan?</p> <p>How can you discover if a business will be successful or minimal risk?</p>	<ul style="list-style-type: none"> • Investigations into different business ideas. • Justification of business ideas and plans. • Delivery of business plans 	<p>5.Coursework submissions</p> <p>Within Unit 1 – Section 4.1-4.5 students will be looking to develop their ideas of a business into a formal plan. Students will be finding supporting evidence to ensure that their plans have calculated risk and provides ample opportunities for success.</p> <p>6. EA Exam 2</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Creating a Business Plan (Pocket Mentor) by Harvard Business Press ISBN-13: 978-1422118856 • The Right-Brain Business Plan: A Creative, Visual Map for Success by Jennifer Lee ISBN-13: 978-1577319443 • Managing Business Risk: A Practical Guide to Protecting Your Business Hardcover – 3 Mar 2008 by Jonathan Reuvid (Author) ISBN-13: 978-0749450595
Term 4	<p>Which ways can businesses source money?</p>	<p>Research into different sources of funding</p> <p>Identify and explain a minimum of 3 different sources of funding for a new business or enterprise</p> <p>Compare the different sources of funding identifying the positive and negative points of each.</p>	<p>7.Coursework submissions</p> <p>Within Unit 3 – Section 1.1 - 1.4 students will develop their understanding of funding of business projects and will be able to critically analyse and compare the different sources of funding. This will give a greater depth of understanding of how businesses begin and develop.</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Business Funding Secrets: How to Get Small Business Loans, Crowd Funding, Loans from Peer to Peer Lending, Government Grants and Personal Funding Ideas. by Boomy Tokan ASIN: B00BF2UOBW

			<p>8. Research project- Research the lending available from 3 different banks / organisations of your choice. Give the advantages and disadvantages of each.</p>	<p>Funding the Family Business: The Handbook for Raising Personal Support Paperback – Jul 2006 by Myles Wilson ISBN-13: 978-0955332005</p>
Term 5	<p>Why is it important to financially plan in a business?</p>	<ul style="list-style-type: none"> • Be able to produce a financial plan for a new business or enterprise • Describe the differences between fixed and variable costs • Produce a cash flow and budget forecast • Create a profit and loss account • Explain the break-even point • Assess the impact of an increase or decrease in sales on cash flow, profit and loss, or break-even point 	<p>9. Coursework submissions.</p> <p>Within Unit 3 – Section 2.1 - 2.6, students will be developing their understanding of cash flow forecasting and will begin to develop their own accounts for their companies. Students will be able to critically analyse their accounts and make suggestions of how to further improve profit margins.</p> <p>10. EA Exam 3</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Cash Flow Forecasting (Essential Capital Markets) Paperback – 30 Nov 2005 by Andrew Fight ISBN-13: 978-0750661362 <p>Cash Flow Analysis and Forecasting: The Definitive Guide to Understanding and Using Published Cash Flow Data (The Wiley Finance Series) Hardcover – 17 Feb 2012 by Timothy Jury ISBN-13: 978-1119962656</p> <p>Creative Cash Flow Reporting and Analysis: Uncovering Sustainable Financial Performance Hardcover – 11 Feb 2005 by Charles W. Mulford (Author), Eugene E. Comiskey (Author)</p> <p>ISBN-13: 978-0471469186</p>
Term 6	<p>Which different financial records would your business need?</p>	<ul style="list-style-type: none"> • Understand responsibilities regarding tax and National Insurance liabilities in the UK • Research into the current guidelines regarding tax, National Insurance and Value Added Tax (VAT) liabilities <p>Understand financial record keeping Describe the importance of keeping up to date financial records.</p>	<p>11. Coursework submissions</p> <p>Within Unit 3 – Section 3.1,3.2, 4.1 students will be developing understanding of the responsibilities businesses have when paying tax and NI contributions. The students will further extend their knowledge of financial record keeping and how this impacts a company.</p> <p>12. Research project- Researching a limited company of your choice, highlight the sales figures they published in their last tax return.</p>	<p><u>Reading List</u></p> <p>Small Time Operator</p> <p>Bernard B.Kamoroff</p> <p>ISBN-13: 978-0917510182</p> <p>Financial Statement Analysis: A Practitioner's Guide (Wiley Finance) Hardcover – 1 Jul 2011 by Martin S. Fridson (Author), Fernando Alvarez (Author)</p> <p>ISBN-13: 978-0470635605</p>

Curriculum Plan: GCSE Citizenship – Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Rights and Responsibilities	Human Rights United Nations Declaration on Human Rights European Convention on Human Rights Votes at 16 Amnesty International Trade Unions	EA1 Exams: Rights and Responsibilities assessment	Research: Amnesty International website European Court of Human Rights. Magna Carta website
Term 1b	The Law	Rules, law and society Fairness and Justice Why do we have laws? Purpose of the Law – Protecting safety Civil Law Criminal Law	KA1: Assessment on English Law and people in the law	Citizenship Foundation Website
Term 2a	The Legal System	People in the legal system Criminal Courts Civil Courts Tribunals Youth Justice System Sanctions for criminal offences	EA2 Exams: Synoptic paper on Rights and Responsibilities, The law and The Legal System	https://www.judiciary.gov.uk/about-the-judiciary/the-justice-system/court-structure/
Term 2b	Democracy, elections and the vote in the UK	What is democracy and what is involved? Classical democracy and representative democracy. Other forms of government research UK Democracy Voting in the UK	KA2: Assessment on Democracy, elections and the vote in the UK	http://www.commonwealthofnations.org/sectors-united-kingdom/government/
Term 3a	National, local regional and devolved government The British Constitution	Government formation Coalition governments What are assemblies? Key roles of UK Government Role, structure and organisation of local and regional government. Role, structure and organisation of devolved government. Structure of UK government Passage of a bill English votes Constitution in Parliament	EA3 Exams: Synoptic paper on Rights and Responsibilities, The law and The Legal System	https://www.gov.uk/topic/government/devolution https://www.local.gov.uk/topics/devolution
Term 3b	The economy finance and money The role of media and free press	Economic growth and recession Government receipts Government expenditure Role of the media Importance of the media and free press Using the media	KA3: Assessment on The British Constitution / Democracy and national and devolved government	https://www.bl.uk/magna-carta/articles/britains-unwritten-constitution#

Curriculum Plan: Computer Science – Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>What is Visual Basic.Net?</p> <p>What is an object orientated program?</p> <p>How do Denary, Binary and Hexadecimal relate to each other?</p>	<ul style="list-style-type: none"> • Variables & Constants • Data Types • Form Design • Fundamentals of data Representation • Labels / Text Boxes and Buttons • Arithmetic Operators • Debugging 	1. VB.Net practical assessment	<p>Youtube channel: Programming Knowledge Visual Basic.net Tutorial for beginners</p> <p>Or</p> <p>Computer Science Tutor (23 Videos) AQA GCSE Computer Science Course OLD</p>
Term 1b	<p>What is pseudocode?</p> <p>What are the differences between different types of storage in a computer system?</p>	<ul style="list-style-type: none"> • Algorithm intro: Flowcharts / Pseudocode • Secondary Storage – SSD's HDD / DVD & Primary Storage: RAM / ROM • Binary addition / Binary Shift 	2. AQA based exam questions	<p>SPEC BUT STILL RELEVANT</p> <p><i>NB: Visual Studio Express can be downloaded from the Visual Studio website for free (Microsoft Account required) to help your child practice VB.net at home</i></p>
Term 2a	<p>What are the privacy issues relating from the use of cloud storage?</p> <p>How is ASCII and UNICODE used in Computer Science?</p>	<ul style="list-style-type: none"> • Cloud Storage • Embedded systems • ASCII / UNICODE 	3. AQA based exam questions	<p>Specification: AQA Computer Science 8520</p> <p>Textbooks available AQA Computer Science – Robson and Heathcote (<i>Used in class</i>)</p>
Term 2b	<p>Why do we have so many different image file formats?</p> <p>Why do we need to compress files?</p>	<ul style="list-style-type: none"> • Images / Sound Compression • Huffman / Run Length Encoding (RLE) 	4. AQA based exam questions	<p>GCSE Computer Science – David Waller</p> <p>Computer Science for GCSE – Steve Cushing</p> <p>GCSE Computer Science – Kevin Bond</p>
Term 3a	<p>How can computers communicate with each other when they are not connected?</p> <p>How can I view webpages when they come from another country?</p>	<ul style="list-style-type: none"> • Computer Networks – WAN / PAN / LAN • Network Topologies: STAR / BUS • Network Protocols – TCP / IP etc 	5. AQA based exam questions	<p>Revision Books GCSE Computer Science My Revision Notes – Steve Cushing</p> <p>GCSE Computer Science Exam practice workbook – Letts GCSE</p>
Term 3b	<p>What are the risks I need to be aware of when using the internet?</p> <p>How can I become a more responsible internet user?</p>	<ul style="list-style-type: none"> • Cyber Security Threats including penetration testing – Malware / virus / phishing • Impacts of digital technology including ethics and legislation • Search and sort algorithms • Boolean Logic 	6. AQA based exam questions – based on all content covered so far	GCSE Computer Science Revision – Letts GCSE

Curriculum Plan: English – Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>1. How does Othello reflect Elizabethan views of race?</p> <p>2. How is jealousy presented in Othello?</p> <p>3. How is the relationship between Othello and Desdemona presented?</p> <p>4. How far is Othello responsible for his own downfall?</p> <p>5. Why might Shakespeare have written Othello?</p>	<ul style="list-style-type: none"> Clash of Civilisations: Venice, Christianity and Islam Arrival on Cyprus Iago traps Cassio Iago convinces Othello Iago frames Cassio Othello accuses Desdemona of adultery Emilia exposes male hypocrisy Iago wounds Cassio Othello kills Othello takes his life 	<p>EA1 exam:</p> <p>How are women presented in Othello?</p>	<ul style="list-style-type: none"> Context of 16th century Venice Shakespearean vocabulary Key characters and their roles Plot summary
Term 1b	<p>1. What was the Civil Rights movement?</p> <p>2. Why was the Civil Rights movement necessary?</p> <p>3. Who were the key individuals of the Civil Rights movement?</p>	<ul style="list-style-type: none"> The American Revolution, The Declaration of Independence and Silence on Slavery Twelve Years a Slave: Solomon Northrup 'What to the Slave is the 4th July?' Frederick Douglass Abraham Lincoln and the Gettysburg Address Rosa Parks Presidency of John F Kennedy and his assassination The Autobiography and Assassination of Malcolm X Martin Luther King: 'I have a Dream' Barack Obama and Election 2008 Victory Speech 	<p>How does Martin Luther King use language to effectively convey his message in his 'I Have a Dream' speech?</p>	<ul style="list-style-type: none"> Key dates of the Civil Rights movement Role of key individuals Definitions of literary techniques Contemporary vocabulary
Term 2a	<p>1. What is Romanticism?</p> <p>2. What is the sublime?</p> <p>3. How have these Romantic</p>	<ul style="list-style-type: none"> Blake: <i>A Poison Tree</i> 1794 Blake: <i>London</i> 1794 Blake: <i>Auguries of Innocence</i> 1801 Blake: <i>Jerusalem</i> 1804 Wordsworth: 	<p>EA2 exam:</p> <p>How has Shelley presented English society in <i>England in 1819</i>?</p>	<ul style="list-style-type: none"> Poetic techniques Poets and their poems Context of Romantic poetry

	<p>poets chosen to express their views?</p> <p>4. How should I approach an unseen poem?</p>	<p><i>Westminster Bridge</i> 1802</p> <ul style="list-style-type: none"> • Wordsworth: <i>The London Beggar</i> 1802 • Coleridge: <i>Kubla Khan</i> 1797 • Coleridge: <i>The Rime of the Ancient Mariner</i> 1797 • Byron: <i>Prometheus</i> 1816 • Byron: <i>Darkness</i> 1816 • Shelley: <i>Mont Blanc</i> 1816 • Shelley: <i>England in 1819</i> • Keats: <i>When I have fears</i> 1818 • Keats: <i>This living hand</i> 1819 		
Term 2b	<p>1. What are the conventions of the Gothic genre?</p> <p>2. How are the key themes of Jekyll and Hyde presented?</p>	<ul style="list-style-type: none"> • Introduction to the Gothic genre • Analysing Gothic short stories • Key themes of Jekyll and Hyde • Story of the Door • Search for Mr Hyde • Dr Jekyll was Quite at Ease • The Carew Murder Case 	How does Stevenson present Hyde as a frightening outsider?	<ul style="list-style-type: none"> • Key characters and their roles • Chapter summaries • Gothic context • Key terminology • Themes of Jekyll and Hyde
Term 3a	<p>1. How does the relationship between Jekyll and Hyde develop throughout the novella?</p> <p>2. How has Stevenson chosen to structure the text?</p>	<ul style="list-style-type: none"> • The Incident of the Letter • The Remarkable Incident of Dr Lanyon • The Incident at the Window • The Last Night • Dr Lanyon's Narrative • Henry Jekyll's Full Statement of the Case 	<p>EA3 exam:</p> <p>How is duality presented in Dr Jekyll and Mr Hyde?</p>	<ul style="list-style-type: none"> • Key quotations from Dr Jekyll and Mr Hyde • Key characters and their roles • Chapter summaries
Term 3b	<p>1. What is science fiction?</p> <p>2. How has the genre of science fiction developed over time?</p>	<ul style="list-style-type: none"> • <i>Frankenstein</i>, Mary Shelley • <i>War of the Worlds</i>, H. G. Wells • <i>Brave New World</i>, Aldous Huxley • <i>1984</i>, George Orwell • <i>Fahrenheit 451</i>, Ray Bradbury • <i>The Day of the Triffids</i>, John Wyndham 	How does Orwell present a dystopian future in <i>1984</i> ?	<ul style="list-style-type: none"> • Science fiction timeline • Key vocabulary and definitions • Contextual events

	3. How can I produce my own examples of science fiction writing?	<ul style="list-style-type: none">• <i>The Wasp Factory</i>, Iain Banks• <i>American Gods</i>, Neil Gaiman• <i>Never Let Me Go</i>, Kazuo Ishiguro		
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Curriculum Plan: AQA Food Preparation & Nutrition Year 9

	Enquiry Question(s)	Key Content	Key Assessments
Term 1a	1. What are the nutrients that make up a healthy, balanced diet?	<ul style="list-style-type: none"> • Macronutrients • Micronutrients 	1. EA Exam 1
Term 1b	2. Why do some people have different nutritional requirements to others? 3. What will happen if you don't have a healthy balanced diet?	<ul style="list-style-type: none"> • Nutritional needs and health 	
Term 2a	1. How is heat transferred during cooking?	<ul style="list-style-type: none"> • Heat transfer 	2. EA Exam 2
Term 2b	1. What are the functional properties of ingredients in a recipe? 2. What are the chemical properties of ingredients in a recipe?	<ul style="list-style-type: none"> • Functional properties of foods • Chemical properties of foods 	
Term 3a	1. Why does food 'go off'?	<ul style="list-style-type: none"> • Food spoilage and contamination 	4. EA Exam 3
Term 3b	1. How can we stay safe in the kitchen?	<ul style="list-style-type: none"> • Principles of food safety 	

Further Learning at Home

- Practice your cooking skills on a weekly basis to ensure you have developed them enough to manage the practical assessment tasks.
- Text Book: *AQA GCSE Food Preparation and Nutrition* by Yvonne Mackey, Alexis Rickus and Bev Saunder, ISBN: 1471863646.
- Revision Guide: *My Revision Notes: AQA GCSE Food Preparation and Nutrition* by Yvonne Mackey, Alexis Rickus and Bev Saunder, ISBN: 1471886999.
- Websites:
 - a. <http://www.foodafactoflife.org.uk/>
 - b. <https://www.bbc.com/bitesize/subjects/z48jimp3>
 - c. <http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/>
 - d. <https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Curriculum Plan: Geography Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<u>Climate</u>	<ul style="list-style-type: none"> - Climate system - Natural climate change - Human climate change - Tropical cyclones - Case studies – developed / developing countries 	EA1 Exams: GCSE sample questions for the topic area using a range of skills including description and analysis	https://www.bbc.com/education/topics/z3q9cwx
Term 1b	<u>Tectonics</u>	<ul style="list-style-type: none"> - Plate tectonics - Volcanoes - Case studies - Earthquakes - Case studies 	GCSE sample questions for the topic area using a range of skills including description and analysis	https://www.bbc.com/education/topics/z3q9cwx
Term 2a	<u>Development Dynamics</u>	<ul style="list-style-type: none"> - Measuring development - Population data - Global inequalities - Development theories - Approaches to development - India case study 	EA2 Exams: GCSE sample questions for the topic area using a range of skills including description and analysis	
Term 2b	<u>Challenges of an urbanising world</u>	<ul style="list-style-type: none"> - Social and economic changes that lead to urbanisation - Developing, emerging and developed countries - Cities changing over time - Mumbai case study 	GCSE sample questions for the topic area using a range of skills including description and analysis	
Term 3a	<u>The UK's evolving Physical landscape</u>	<ul style="list-style-type: none"> - Geology of the UK - Distinctive UK landscape - Coastal change and conflict - Waves - Erosion - Sub-aerial processes - Transportation and deposition 	EA3 Exams: GCSE sample questions for the topic area using a range of skills including description and analysis	https://www.bbc.com/education/topics/zskbv4j
Term 3b	<u>Coasts</u>	<ul style="list-style-type: none"> - Coastal landscapes with OS maps - Human causes of coastal erosion - Management of the coast - Coastal defences 	GCSE sample questions for the topic area using a range of skills including description and analysis	https://www.bbc.com/education/topics/zskbv4j

Curriculum Plan: Graphics and Product Design – Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	What makes an electronic consumer product desirable to the public?	<ul style="list-style-type: none"> Researching into customer markets (speaker project) Producing mood-boards and project analysis Drawing techniques including CAD How to develop an idea and refine and improve it Producing production plans for manufacture 	<ol style="list-style-type: none"> Coursework Folder: 'Research into a design context'. EA1 Exam 	<p><u>Reading List</u> The projects will be supported with support material specially written by Ebbsfleet Design and Technology staff which will be available in hard copy for them in school and also linked to the school website to assist study at home.</p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> Read BBC Bitesize on this topic Read support material on the VLE www.technologystudent.com www.dtonline.org
Term 1b	What are the most important specification points when designing an electrical product?	<ul style="list-style-type: none"> Electronic theory and concepts Practical circuit building Manufacturing with man-made boards Applying finishes to a product Using CAD/CAM to enhance products Testing and fault finding 	<ol style="list-style-type: none"> Coursework Folder: 'Manufacturing methods and techniques'. Test 1 	<p><u>Reading List</u></p> <ul style="list-style-type: none"> www.technologystudent.com <p><u>Other activities</u></p> <ul style="list-style-type: none"> Read BBC Bitesize on this topic Read support material on the VLE
Term 2a	Why is it important to use different sources such as nature to create different design ideas?	<ul style="list-style-type: none"> Researching into customer markets (Lamp project) Producing mood-boards and project analysis Drawing techniques including CAD How to develop an idea and refine and improve it Producing production plans for manufacture 	<ol style="list-style-type: none"> Coursework Folder: 'Developing CAD skills and CAM manufacturing'. EA2 Exam 	<p><u>Reading List</u></p> <ul style="list-style-type: none"> www.technologystudent.com Course Textbook pages: 26, 31, 35, 39, 43, 48 <p><u>Other activities</u></p> <ul style="list-style-type: none"> Read BBC Bitesize on this topic Read support material on the VLE
Term 2b	What are the key properties of wood, metals and plastics with regard to their uses in products?	<ul style="list-style-type: none"> Manufacturing with metal and plastics Applying finishes to a product Using CAD/CAM to enhance products Testing and fault finding 	<ol style="list-style-type: none"> Test 2 Coursework Folder: 'Practical skills and quality of build.' 	<p><u>Reading List</u> Course Textbook pages: 26, 31, 35, 39, 43, 48</p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> Read BBC Bitesize on this topic Read support material on the VLE
Term 3a	How can you test different materials for their suitability for a particular product?	<ul style="list-style-type: none"> Researching into customer preferences (jewellery project) Properties Materials (Wood) Properties - Materials – Metal Properties- Materials- Plastic Properties- Materials 	<ol style="list-style-type: none"> Coursework Folder: 'The properties of a range of manufacturing materials presentation'. EA3 Exam 	<p><u>Reading List</u> Course Textbook pages: 52, 56, 68, 76, 80, 64</p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> Read BBC Bitesize on this topic Read support material on the VLE
Term 3b	Starting the major project for Year 10.	<ul style="list-style-type: none"> Evolution of Design Human Factors Research & specifications Design Methods / influence Design & Modelling Trademarks / Patents 	<ol style="list-style-type: none"> Coursework Folder Essay Homework. 	<p><u>Reading List</u> Course Textbook pages:6, 10, 13, 17, 20, 23</p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> Read BBC Bitesize on this topic Read support material on the VLE

Curriculum Plan: History – Year 9

	Enquiry Qs	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>What was Anglo-Saxon England like?</p> <p>What happened during the Norman Invasion?</p>	<ul style="list-style-type: none"> Anglo-Saxon society – monarchy, government, economy, law and church The House of Godwin and the death of Edward the Confessor The rival claimants for the throne Harold as king of England The Viking Invasion The Norman Invasion 	1. EA1 Exam: Knowledge and understanding questions on Anglo-Saxon England.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Bircher, R., Edexcel GCSE History (9-1) Anglo-Saxon and Norman England, c1060-88 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/topics/zrrg87h/resources/1
Term 1b	How was Norman rule established between 1066 and 1087?	<ul style="list-style-type: none"> Submission of the earls Castles Early rebellions against William Rebellions in the north Harrying of the North Hereward the Wake Changes in landownership Maintaining royal power The Earls' Revolt 	2. Knowledge questions on Norman Consolidation of power between 1066 and 1087.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Bircher, R., Edexcel GCSE History (9-1) Anglo-Saxon and Norman England, c1060-88 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.allabout1066.net/harrying.htm
Term 2a	How did the Normans rule England from 1066 to 1088?	<ul style="list-style-type: none"> The feudal system The role of the church Changes to government Sheriffs, the 'forest', and demesne The Domesday Book The Norman aristocracy Character of William I The succession 	3. EA2 Exam: Knowledge questions on Norman England, 1066-1088.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Bircher, R., Edexcel GCSE History (9-1) Anglo-Saxon and Norman England, c1060-88 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.domesdaybook.co.uk/
Term 2b	What was medicine like in the Medieval period?	<ul style="list-style-type: none"> Causes of disease – supernatural, four humours, Galen's influence Treatment and prevention Medics and medieval care – physicians, apothecaries, barber surgeons, hospitals and care at home. Black Death case study 	4. Knowledge and understanding questions on Medieval Medicine, 1200-1500.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Thorne, S. and Stark, H. Edexcel GCSE History (9-1) Medicine through time, c1250-present <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/guides/zgdftyc/revision
Term 3a	<p>What was medicine like in the Renaissance period?</p> <p>What was medicine like in the 18th and 19th centuries?</p>	<ul style="list-style-type: none"> Causes of disease: change and continuity Scientific approach and improved communications Improved knowledge of the body The Great Plague Causes of disease: germ theory and factors leading to change Treatment/care: <ul style="list-style-type: none"> Hospitals (Nightingale) Surgery (Lister & Simpson) Vaccination (Jenner) Public Health Fighting cholera (John Snow) 	5. EA3 Exam: Cumulative exam on everything learnt so far – Norman Conquest and Medieval Medicine.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Thorne, S. and Stark, H. Edexcel GCSE History (9-1) Medicine through time, c1250-present <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/guides/z8pdcwx/revision http://www.bbc.co.uk/education/guides/ztpw4j6/revision
Term 3b	What changes have there been in medicine since 1900?	<ul style="list-style-type: none"> Causes of disease: genetics and lifestyle Improved diagnosis Medical treatments: magic bullets and antibiotics Medical care: NHS Preventing disease Penicillin and lung cancer 	6. Knowledge questions on Medicine Through Time, c1200-present.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Thorne, S. and Stark, H. Edexcel GCSE History (9-1) Medicine through time, c1250-present <ul style="list-style-type: none"> http://www.bbc.co.uk/education/guides/zch4j6/revision

Mathematics Curriculum Plan for Year 9 - Foundation 2018-2019

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>To understand number properties. How to apply the four operations?</p> <p>How to use index laws?</p> <p>How to use the four operations with positive and negative integers?</p> <p>How to simplify algebraic expressions?</p>	<p>1 Number Use priority of operations with positive and negative numbers. Simplify calculations by cancelling. Use inverse operations. Round to a given number of decimal place. Multiply and divide decimal numbers. Write decimal numbers of millions. Round to a given number of significant figures. Estimate answers to calculations. Use one calculation to find the answer to another.</p> <p>2 Algebra Use correct algebraic notation. Write and simplify expressions. Use the index laws. Multiply and divide expressions. Substitute numbers into expressions. Recognise the difference between a formula and an expression.</p>	EA1 Exam	<p>Edexcel GCSE (9-1) Mathematics: Foundation Student Book Publisher: Pearson</p> <p>Homework set by class teacher twice a week to be accessed via the VLE.</p> <p>Supplemented with PiXL tasks.</p>
Term 1b	<p>How to read and design graphs to represent data?</p> <p>How to use the four operations with fractions?</p> <p>How solve problems with fractions?</p>	<p>3 Graphs, tables and charts Reading data from tables. Use data from tables. Design and use two-way tables. Draw and interpret comparative and composite bar charts. Interpret and compare data shown in bar charts, line graphs and histograms. Plot and interpret time series graphs.</p> <p>4 Fractions and percentages Compare fractions. Add and subtract fractions. Use fractions to solve problems. Find a fraction of a quantity or measurement. Use fractions to solve problems. Multiply whole numbers, fractions and mixed numbers.</p>		
Term 2a	<p>How to rearrange and solve equations?</p> <p>How to use correct notation for inequalities?</p> <p>How to solve inequalities?</p> <p>How to solve geometric problems using properties of shapes?</p> <p>How to solve angle problems on parallel lines?</p>	<p>5 Equations, inequalities and sequences Understand and use inverse equations. Rearrange simple linear equations. Solve simple linear equations. Solve two-step equations. Solve linear equations with brackets. Solve equations with unknowns on both sides. Use correct notation to show inclusive and exclusive inequalities. Solve simple linear inequalities.</p>	EA2 Exam	

<p style="text-align: center;">Term 2b</p>	<p>How to understand and calculate appropriate averages? How to find averages from frequency tables?</p> <p>How to calculate area and perimeter of 2d shapes?</p> <p>How to calculate volume and surface area of cuboids and prisms?</p>	<p>7 Averages and range Calculate the mean from a list and from a frequency table. Compare sets of data using the mean and range.</p> <p>Find the mode, median and range from a stem and leaf diagram. Identify outliers.</p> <p>Estimate the range from a grouped frequency table.</p> <p>Recognise the advantages and disadvantages of each type of average. Find the modal class.</p> <p>Find the median from a frequency table.</p> <p>Estimate the mean of grouped data.</p> <p>Understand the need for sampling.</p> <p>Understand how to avoid bias.</p> <p>8 Perimeter, area and volume 1 Calculate the perimeter and area of rectangles, parallelograms and triangles. Estimate lengths, areas and costs.</p> <p>Calculate a missing length, given the area.</p> <p>Calculate the area and perimeter of trapezia.</p> <p>Find the height of a trapezium given its area. Convert between area measures. Calculate the perimeter and area of shapes made from triangles and rectangles.</p> <p>Calculate areas in hectares, and convert between ha and m².</p> <p>Calculate the surface area of a cuboid.</p> <p>Calculate the surface area of a prism.</p> <p>Calculate the volume of a cuboid.</p> <p>Calculate the volume of a prism.</p> <p>Solve problems involving surface area and volume.</p> <p>Convert between measures of volume.</p>		
<p style="text-align: center;">Term 3a</p>	<p>How to plot linear graphs? How to solve problems with distance-time graphs?</p> <p>How to translate shapes?</p>	<p>9 Graphs Find the midpoint of a line segment. Recognise, name and plot straight-line graphs parallel to the axes. Generate and plot coordinates from a rule. Plot straight-line graphs from tables of values. Draw graphs to represent relationships. Find the gradient of a line. Identify and interpret the gradient from an equation.</p> <p>Understand that parallel lines have the same gradient.</p> <p>Understand what m and c represent in $y = mx + c$.</p> <p>Find the equations of straight-line graphs. Sketch graphs given the values of m and c. Draw and interpret graphs from real data. Use distance–time graphs to solve problems. Draw distance–time graphs.</p> <p>Interpret rate of change graphs. Draw and interpret a range of graphs. Understand when predictions are reliable.</p>	<p>EA3 Exam</p>	

		<p>10 Transformations Translate a shape on a coordinate grid. Use a column vector to describe a translation.</p> <p>Draw a reflection of a shape in a mirror line. Draw reflections on a coordinate grid. Describe reflections on a coordinate grid. Rotate a shape on a coordinate grid. Describe a rotation. Enlarge a shape by a scale factor. Enlarge a shape using a centre of enlargement.</p> <p>Identify the scale factor of an enlargement. Find the centre of enlargement. Describe an enlargement. Transform shapes using more than one transformation. Describe combined transformations of shapes on a grid.</p>		
<p>Term 3b</p>	<p>How to write and solve ratios? How to use the unitary method to solve ratio problems? How to recognise and use direct proportion on a graph?</p> <p>How to use Pythagoras' theorem and solve problems? How to apply and solve problems with trigonometry?</p>	<p>11 Ratio and proportion Use ratio notation. Write a ratio in its simplest form. Solve problems using ratios. Solve simple problems using ratios. Use ratios to convert between units. Write and use ratios for shapes and their enlargements. Divide a quantity into 2 parts in a given ratio. Divide a quantity into 3 parts in a given ratio.</p> <p>Solve word problems using ratios. Use ratios involving decimals. Compare ratios. Solve ratio and proportion problems. Use the unitary method to solve proportion problems. Solve proportion problems in words. Work out which product is better value for money. Recognise and use direct proportion on a graph.</p> <p>Understand the link between the unit ratio and the gradient. Recognise different types of proportion. Solve word problems involving direct and inverse proportion.</p> <p>12 Right-angled triangles Understand Pythagoras' theorem. Calculate the length of the hypotenuse in a right-angled triangle. Solve problems using Pythagoras' theorem. Calculate the length of a line segment AB. Calculate the length of a shorter side in a right-angled triangle. Understand and recall the sine ratio in right-angled triangles. Use the sine ratio to calculate the length of a side in a right-angled triangle. Use the sine ratio to solve problems.</p>		

		<p>Use the sine ratio to calculate an angle in a right-angled triangle.</p> <p>Use the sine ratio to solve problems.</p> <p>Understand and recall the cosine ratio in right-angled triangles.</p> <p>Use the cosine ratio to calculate the length of a side in a right-angled triangle.</p> <p>Use the cosine ratio to calculate an angle in a right-angled triangle.</p> <p>Use the cosine ratio to solve problems.</p> <p>Understand and recall the tangent ratio in right-angled triangles.</p> <p>Use the tangent ratio to calculate the length of a side in a right-angled triangle</p> <p>Use the tangent ratio to calculate an angle in a right-angled triangle.</p> <p>Solve problems using an angle of elevation or depression.</p> <p>Understand and recall trigonometric ratios in right-angled triangles.</p> <p>Use trigonometric ratios to solve problems.</p> <p>Know the exact values of the sine, cosine and tangent of some angles.</p>		
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Curriculum Plan: Mathematics Higher Year 9 2018 -2019

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>To understand number properties. How to apply the four operations? How to apply and understand index laws?</p> <p>How to solve problems with surds?</p> <p>How to use index laws? How to use the four operations with positive and negative integers? How to simplify algebraic expressions? How to generate sequences and find the nth term rules? How to factorise quadratics and use the difference of two squares?</p>	<p>1 Number Work out the total number of ways of performing a series of tasks. Estimate an answer. Use place value to answer questions. Write a number of the product of its prime factors. Find the HCF and LCM of two numbers. Use powers and roots in calculations. Multiply and divide using index laws. Work out a power raised to a power. Use negative indices. Use fractional indices. Write a number in standard form. Calculate with numbers in standard form. Understand the difference between rational and irrational numbers. Simplify a surd. Rationalise a denominator.</p> <p>2 Algebra Use the rules of indices to simplify algebraic expressions. Expand brackets. Factorise algebraic expressions. Solve equations involving brackets and numerical fractions. Use equations to solve problems. Substitute numbers into formulae. Rearrange formulae. Distinguish between expressions, equations, formulae and identities. Find a general formula for the nth term of an arithmetic sequence. Determine whether a particular number is a term of a given arithmetic sequence. Solve problems using geometric sequences. Work out terms in Fibonacci-like sequences. Find the nth term of a quadratic sequence. Expand the product of two brackets. Use the difference of two squares. Factorise quadratics of the form $x^2 + bx + c$.</p>	EA1 Exam	<p>Edexcel GCSE (9-1) Mathematics : Foundation Student Book Publisher: Pearson</p> <p>Homework set by class teacher twice a week to be accessed via the VLE.</p> <p>Supplemented with PiXL tasks.</p>
Term 1b	<p>How to read and design graphs to represent data?</p> <p>How to calculate and use the appropriate average? How to calculate</p>	<p>3 Interpreting and representing data Construct and use back-to-back stem and leaf diagrams. Construct and use frequency polygons and pie charts. Plot and interpret time series graphs. Use trends to predict what might happen in the future. Plot and interpret scatter graphs. Determine whether or not there is a linear relationship between two variables. Draw a line of best fit on a scatter graph. Use the line of best fit to predict values.</p>		

	<p>averages from group data and frequency tables?</p> <p>How to use the four operations with fractions?</p> <p>How solve problems with fractions?</p> <p>How to write and solve problems with ratios?</p> <p>How to calculate percentage changes?</p>	<p>Decide which average is best for a set of data.</p> <p>Estimate the mean and range from a grouped frequency table.</p> <p>Find the modal class and the group containing the median.</p> <p>Construct and use two-way tables.</p> <p>Choose appropriate diagrams to display data.</p> <p>Recognise misleading graphs.</p> <p>4 Fractions, ratio and percentages</p> <p>Add, subtract, multiply and divide fractions and mixed numbers.</p> <p>Find the reciprocal of an integer, decimal or fraction.</p> <p>Write ratios in the form 1 : n or n : 1.</p> <p>Compare ratios.</p> <p>Find quantities using ratios.</p> <p>Solve problems involving ratios.</p> <p>Convert between currencies and measures.</p> <p>Recognise and use direct proportion.</p> <p>Solve problems involving ratios and proportion.</p> <p>Work out percentage increases and decreases.</p> <p>Solve real-life problems involving percentages.</p> <p>Work out percentage increases and decreases.</p> <p>Solve real-life problems involving percentages.</p>		
<p>Ter m 2a</p>	<p>How to solve geometric problems using properties of shapes?</p> <p>How to derive facts about geometrical shapes?</p> <p>How to calculate missing lengths or angles on triangles using the appropriate theorem?</p> <p>How to plot linear graphs?</p> <p>How to solve problems with distance-time and velocity-time graphs?</p> <p>How to plots and solve problems with quadratic graphs?</p> <p>How to plots and solve problems with</p>	<p>5 Angles and trigonometry</p> <p>Derive and use the sum of angles in a triangle and in a quadrilateral.</p> <p>Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles.</p> <p>Calculate the sum of the interior angles of a polygon.</p> <p>Use the interior angles of polygons to solve problems.</p> <p>Know the sum of the exterior angles of a polygon.</p> <p>Use the angles of polygons to solve problems.</p> <p>Calculate the length of the hypotenuse in a right-angled triangle.</p> <p>Solve problems using Pythagoras' theorem.</p> <p>Calculate the length of a shorter side in a right-angled triangle.</p> <p>Solve problems using Pythagoras' theorem.</p> <p>Use trigonometric ratios to find lengths in a right-angled triangle.</p> <p>Use trigonometric ratios to solve problems.</p> <p>Use trigonometric ratios to calculate an angle in a right-angled triangle.</p> <p>Find angles of elevation and angles of depression.</p> <p>Use trigonometric ratios to solve problems.</p> <p>Know the exact values of the sine, cosine and tangent of some angles.</p> <p>6 Graphs</p> <p>Find the gradient and y-intercept from a linear equation.</p> <p>Rearrange an equation into the form $y = mx + c$.</p> <p>Compare two graphs from their equations.</p> <p>Plot graphs with equations $ax + by = c$.</p> <p>Sketch graphs using the gradient and intercepts.</p> <p>Find the equation of a line, given its gradient and one point on the line.</p> <p>Find the gradient of a line through two points.</p> <p>Draw and interpret distance–time graphs.</p> <p>Calculate average speed from a distance–time graph.</p> <p>Understand velocity–time graphs.</p> <p>Find acceleration and distance from velocity–time graphs.</p>	<p>EA2 Exam</p>	

	<p>cubic graphs?</p>	<p>Draw and interpret real-life linear graphs.</p> <p>Recognise direct proportion.</p> <p>Draw and use a line of best fit.</p> <p>Find the coordinates of the midpoint of a line segment.</p> <p>Find the gradient and length of a line segment.</p> <p>Find the equations of lines parallel or perpendicular to a given line.</p> <p>Draw quadratic graphs.</p> <p>Solve quadratic equations using graphs.</p> <p>Identify the line of symmetry of a quadratic graph.</p> <p>Interpret quadratic graphs relating to real-life situations.</p> <p>Draw graphs of cubic functions.</p> <p>Solve cubic equations using graphs.</p> <p>Draw graphs of reciprocal functions.</p> <p>Recognise a graph from its shape.</p> <p>Interpret linear and non-linear real-life graphs.</p> <p>Draw the graph of a circle.</p>		
<p>Ter m 2b</p>	<p>How to calculate area and perimeter of 2d shapes?</p> <p>How to calculate volume and surface area of cuboids and prisms?</p> <p>How to solve problems in terms of π?</p> <p>How to calculate surface area of pyramids and cones?</p> <p>How to represent 3D shapes in 2D?</p> <p>How to transform shapes and describe transformations</p> <p>How to interpret and solve problems with scale drawings?</p> <p>How use the ruler and compasses to construct shapes and bisectors?</p>	<p>7 Area and volume</p> <p>Find the perimeter and area of compound shapes.</p> <p>Recall and use the formula for the area of a trapezium.</p> <p>Convert between metric units of area.</p> <p>Calculate the maximum and minimum possible values of a measurement.</p> <p>Convert between metric units of volume.</p> <p>Calculate volumes and surface areas of prisms.</p> <p>Calculate the area and circumference of a circle.</p> <p>Calculate area and circumference in terms of π.</p> <p>Calculate the perimeter and area of semicircles and quarter circles.</p> <p>Calculate arc lengths, angles and areas of sectors of circles.</p> <p>Calculate volume and surface area of a cylinder and a sphere.</p> <p>Solve problems involving volumes and surface areas.</p> <p>Calculate volume and surface area of pyramids and cones.</p> <p>Solve problems involving pyramids and cones.</p> <p>8 Transformations and constructions</p> <p>Draw plans and elevations of 3D solids.</p> <p>Reflect a 2D shape in a mirror line.</p> <p>Rotate a 2D shape about a centre of rotation.</p> <p>Describe reflections and rotations.</p> <p>Enlarge shapes by fractional and negative scale factors about a centre of enlargement.</p> <p>Translate a shape using a vector.</p> <p>Carry out and describe combinations of transformations.</p> <p>Draw and use scales on maps and scale drawings.</p> <p>Solve problems involving bearings.</p> <p>Construct triangles using a ruler and compasses.</p> <p>Construct the perpendicular bisector of a line.</p> <p>Construct the shortest distance from a point to a line using a ruler and compasses.</p> <p>Bisect an angle using a ruler and compasses.</p> <p>Construct angles using a ruler and compasses.</p> <p>Construct shapes made from triangles using a ruler and compasses.</p> <p>Draw a locus.</p> <p>Use loci to solve problems.</p>		

Term 3a	<p>How to rearrange and solve quadratic equations?</p> <p>How to form and solve simultaneous equations?</p> <p>How to create and use sample space diagrams?</p> <p>How to solve probability questions using probability trees?</p> <p>How to form and solve problems with Venn diagrams?</p>	<p>9 Equations and inequalities Find the roots of quadratic functions. Rearrange and solve simple quadratic equations. Solve more complex quadratic equations. Use the quadratic formula to solve a quadratic equation.</p> <p>Complete the square for a quadratic expression. Solve quadratic equations by completing the square. Solve simple simultaneous equations. Solve simultaneous equations for real-life situations. Use simultaneous equations to find the equation of a straight line. Solve linear simultaneous equations where both equations are multiplied. Interpret real-life situations involving two unknowns and solve them. Solve simultaneous equations with one quadratic equation.</p> <p>Use real-life situations to construct quadratic and linear equations and solve them. Solve inequalities and show the solution on a number line and using set notation.</p> <p>10 Probability Use the product rule for finding the number of outcomes for two or more events. List all the possible outcomes of two events in a sample space diagram. Identify mutually exclusive outcomes and events. Find the probabilities of mutually exclusive outcomes and events. Find the probability of an event not happening. Work out the expected results for experimental and theoretical probabilities. Compare real results with theoretical expected values to see if game is fair. Draw and use frequency trees. Calculate probabilities of repeated events. Draw and use probability tree diagrams. Decide if two events are independent. Draw and use tree diagrams to calculate conditional probability.</p> <p>Draw and use tree diagrams without replacement. Use two-way tables to calculate conditional probability. Use Venn diagrams to calculate conditional probability. Use set notation.</p>	EA3 Exam	
Term 3b	<p>How to calculate repeated percentage change?</p> <p>How to use the formulae for speed and acceleration?</p> <p>How to prove congruence?</p> <p>How to calculate lengths, area and volume of similar</p>	<p>11 Multiplicative reasoning Find an amount after repeated percentage changes. Solve growth and decay problems. Calculate rates. Convert between metric speed measures. Use a formula to calculate speed and acceleration. Solve problems involving compound measures. Use relationships involving ratio. Use direct and indirect proportion.</p> <p>12 Similarity and congruence Show that two triangles are congruent. Know the conditions of congruence. Prove shapes are congruent. Solve problems involving congruence. Use the ratio of corresponding sides to work out scale factors.</p>		

	shapes?	<p>Find missing lengths on similar shapes.</p> <p>Use similar triangles to work out lengths in real life.</p> <p>Use the link between linear scale factor and area scale factor to solve problems.</p> <p>Use the link between scale factors for length, area and volume to solve problems.</p>		
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Curriculum Plan: Physical Education Year 9

Term	Enquiry Question(s)	Key Content		Key Assessments	Further Learning for Home
1a	<p>Basketball, how do I plan strategies and implement them in different situations. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score points, how do you ensure you have a higher success rate?</p> <p>Volleyball, how do I respond to changing situations within the game in attack and defence to ensure that I am outwitting my opponents?</p>	<p>Volleyball</p> <ul style="list-style-type: none"> • Volley • Dig • Set • Serve • Footwork and body position • Spike 	<p>Basketball</p> <ul style="list-style-type: none"> • Jump shot • Strategies in the game • Defensive • Offence • Hook shot • Give and goes 	<p>Practical Assessment</p>	<p>AQA GCSE 9-1 Extra Curricular Club</p>
1b	<p>Trampolining, how do you ensure balance and core stability to ensure that the routine is centralised on the bed?</p> <p>Hockey, how can you gain advantage over your opponent within the 25 yard line?</p>	<p>Trampolining</p> <ul style="list-style-type: none"> • Front landings ½ twist • Seat landings to front landings • Back landings ½ twist • 10 bounce routine 	<p>Hockey</p> <ul style="list-style-type: none"> • Moving with the ball • Outwitting an opponent • Tackling (The Block and Jab) • Positional play • Short Corners • Long corners 	<p>Practical Assessment</p>	<p>AQA GCSE 9-1 Extra Curricular Club</p>
2a	<p>Rugby, decision making and excellent ball handling skills are imperative to the game, how does the demand change at each position?</p> <p>Handball, how do you break at speed, create space, change in direction and vary passes in a match when there are 7 people on a side? What must be put in place?</p>	<p>Handball</p> <ul style="list-style-type: none"> • Passing • Movement on court • Defensive play around the D • The rules 	<p>Rugby</p> <ul style="list-style-type: none"> • Passing • Recap Tackling 1v1 • Recap Scrummaging 2v1 • Recap Rucking 1v1, 2v1 • Positional play 11 aside 	<p>Practical Assessment</p>	<p>AQA GCSE 9-1 Extra Curricular Club</p>
2b	<p>Badminton is a very fitness demanding sport. There is a great deal of attributes a person needs to become successful, what are these attributes and how do you measure them?</p> <p>Netball, how do you choose the correct set play to ensure that you have gained court time and successfully outwitted your opponent?</p>	<p>Badminton</p> <ul style="list-style-type: none"> • Smash • Forehand drop shot • Backhand drop shot • Attacking play 	<p>Netball</p> <ul style="list-style-type: none"> • Tactical paly (court linkage) • Teamwork • Attacking principles • Defensive principles 	<p>Practical Assessment</p>	<p>AQA GCSE 9-1 Extra Curricular Club</p>

3a	<p>Athletics, how can we ensure that we are exerting maximum power, strength and endurance in all events to the best of our ability?</p> <p>Tennis, how can a player overcome the problems that arise? What skills do the players need to ensure that they mentally get through the game?</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Sprint Start from blocks • Distance • Advanced jumping technique (high and long) • Advanced throwing technique (javelin and shot putt) 	<p>Tennis</p> <ul style="list-style-type: none"> • Full swing serve • Return to serve • Drop shot • Advanced forehand/backhand volley • Attacking play 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
3b	<p>Athletics, how can we ensure that we are exerting maximum power, strength and endurance in all events to the best of our ability?</p> <p>Striking and Fielding, how can you as a player develop your shot positioning without your fielders reading your game?</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Sprint Start from blocks • Distance • Advanced jumping technique (high and long) • Advanced throwing technique (javelin and shot putt) 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • Tactical • Development • Advanced batting technique • Backward hit 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club

Curriculum Plan: R.S. Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Muslim Beliefs	<ul style="list-style-type: none"> • Introduction to GCSE RS • Foundation: Why do we study Islam? • Six Beliefs • Five Roots of Usul ad Din • Differences between Sunni and Shi'a Muslims 	EA1 Exam: Key terms and short answer questions on Muslim beliefs	https://www.bbc.co.uk/religion/religions/islam/ https://www.bbc.com/education/topics/zdprkqt
Term 1b	Living the Muslim Life	<ul style="list-style-type: none"> • Five Pillars of Islam • The Ten Obligatory Acts • Differences between Shi'a and Sunni Muslims 	Exam style questions – 27 mark section on Living the Muslim Life and 23 vocabulary questions	https://www.bbc.com/education/examspecs/zy7spbk
Term 2a	Islam: Crime and Punishment	<ul style="list-style-type: none"> • Beliefs about crime • Beliefs about punishment • Aims of punishment • Forgiveness • Capital punishment 	EA2 Exam: Exam style questions – 27 mark section on Crime and Punishment and 23 vocabulary questions	https://www.bbc.com/education/guides/znhf9j6/revision/1
Term 2b	Islam: Peace and Conflict	<ul style="list-style-type: none"> • Beliefs about peace • Beliefs about violence • Beliefs about Just War • Beliefs about Holy War • Beliefs about nuclear war 	Exam style questions – 27 mark section on Peace and Conflict and 23 vocabulary questions	https://www.bbc.com/education/guides/zfnv87h/revision/1
Term 3a	Christian Beliefs	<ul style="list-style-type: none"> • What do Christians believe about God • Creation • Trinity • Jesus • Life after Death • Evil and suffering 	EA3 Exam: Exam style questions – 27 mark section on Christian beliefs and 23 vocabulary questions	https://www.bbc.com/education/topics/zc46nbk Film: Jesus of Nazareth
Term 3b	Living the Christian Life	<ul style="list-style-type: none"> • Worship • Prayer • The local parish • The worldwide church • Pilgrimage • Sacraments • Festivals 	Exam style questions – 27 mark section on Living the Christian Life and 23 vocabulary questions	https://www.bbc.com/education/topics/zq7vrmd

Curriculum Plan: Science – Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	What controls our body's reactions?	Biology Topic 1 <ul style="list-style-type: none"> Plants and animal cells Specialised cells Inside bacteria Enzymes Transporting substances 	1. EA1 Exam	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> Chemistry Topic 1 – p.145-147 Chemistry Topic 2 – p.148-160 Biology Topic 1 – p.2-24
	How do the particles change when changing state?	Chemistry Topic 1 <ul style="list-style-type: none"> States of Matter 		
	How can we separate mixtures?	Chemistry Topic 2 <ul style="list-style-type: none"> Mixtures Filtration and Crystallisation Paper chromatography Distillation 		
Term 1b	What affects motion?	Physics Topic 1 <ul style="list-style-type: none"> Vectors and scalars Distance/ Time Graphs Acceleration Velocity/ Time Graphs 	2. Test on B1, C1, C2 and P1	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> Physics Topic 1 – p.286-293 Physics Topic 2 – p.295-314
	How do Newton's law affect motion?	Physics Topic 2 <ul style="list-style-type: none"> Newton's First Law Mass and weight Newton's Second Law Newton's Third Law Momentum Stopping Distances 		
Term 2a	How do we grow?	Biology Topic 2 <ul style="list-style-type: none"> Mitosis Growth Stem Cells Nervous System 	3. EA2 Exam	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> Biology Topic 2 – p.25-38 Biology Topic 3 – p39-54
	What decides our characteristics?	Biology Topic 3 <ul style="list-style-type: none"> Meiosis DNA Alleles Inheritance Mutation Variation 		
Term 2b	What does an atom look like?	Chemistry Topic 3 <ul style="list-style-type: none"> Structure of an atom Isotopes Atomic number 	4. Test on P2, B2, B3 C3 and C4	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> Chemistry Topic 3 – p.161-168 Chemistry Topic 4 – p.169-176 Chemistry Topics 5 – p.177-183 Chemistry Topic 6 – p.184-185
	How can we use the periodic table?	Chemistry Topic 4 <ul style="list-style-type: none"> Elements and the periodic table Atomic number Electronic configuration 		
	What are the different types of substances?	Chemistry Topic 5 <ul style="list-style-type: none"> Ionic bonds Ionic lattices Properties of ionic compounds 		

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
	What are the different types of substances?	Chemistry Topic 6 <ul style="list-style-type: none"> Covalent bonds 		
Term 3a	How is energy transferred?	Physics Topic 3 <ul style="list-style-type: none"> Energy stores Energy efficiency Keeping warm Stored energies Non-renewable and renewable energy 	5. EA3 Exam	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> Physics Topic 3 – p.316-327 Physics Topic 4 – p. 329-338 Biology Topic 4 – p.55-66
	How do waves move?	Physics Topic 4 <ul style="list-style-type: none"> Waves Wave speed Refraction 		
	How have humans evolved?	Biology Topic 4 <ul style="list-style-type: none"> Evidence for evolution Darwin's theory Classification Breeds and varieties Genes in agriculture and medicine 		
Term 3b	What are the different forms of carbon?	Chemistry Topic 7 <ul style="list-style-type: none"> Molecular compounds Allotropes of carbons Properties of metals 	6. Physics 5 Core Practical 7. Chemistry Practical	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> Chemistry Topic 7 – p.186-191 Physics Topic 5 – p.339-352 Physics Topic 6 – p.354-369
	How do we use the electromagnetic spectrum?	Physics Topic 5 <ul style="list-style-type: none"> Electromagnetic spectrum Using the electromagnetic spectrum EM radiation dangers 		
	What is meant by radioactivity?	Physics Topic 6 <ul style="list-style-type: none"> Atomic models Background radiation Types of radiation Radioactive decay Half-life Dangers of Radioactivity 		

Curriculum Plan: MFL – Spanish Year 9

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How do I talk about Holidays?	<ul style="list-style-type: none"> • Discussing the weather • Saying what you do in summer • Revising present tense • Revising preterit tense • Using verbs of opinion • Talking about holiday preferences • Describing where you stayed • Using the imperfect tense • Booking accommodation • Dealing with problems • Describing a disastrous holiday • Using present, preterit and imperfect tenses together 	1. Account of a holiday 2. EA1 Exam – Listening and Reading on Holidays	<u>Reading List</u> <ul style="list-style-type: none"> • Edexcel GCSE text book pages 6-27 <u>Other activities</u> <ul style="list-style-type: none"> • Listen to Spanish music • Use of a Spanish dictionary
Term 1b	How do I talk about School?	<ul style="list-style-type: none"> • Giving opinions about school subjects • Describing school facilities • Describing school uniform and the school day • Using adjectives • Using comparatives and superlatives • Talking about teachers • Using negatives • Talking about school rules 	3. Written task – School, subjects and uniform 4. Translation task – English to Spanish	<u>Reading List</u> <ul style="list-style-type: none"> • Edexcel GCSE text book pages 28-37 <u>Other activities</u> <ul style="list-style-type: none"> • Listen to Spanish music • Use of a Spanish dictionary
Term 2a	How do I talk about School (continued?)	<ul style="list-style-type: none"> • Talking about plans for a school exchange • Using the near future tense • Asking and answering questions • Talking about activities and achievements • Using object pronouns • Saying how long you have been doing something 	5. Speaking Assessment - School 6. EA2 Exam – Listening and Reading on School	<u>Reading List</u> <ul style="list-style-type: none"> • Edexcel GCSE text book pages 38-49 <u>Other activities</u> <ul style="list-style-type: none"> • Listen to Spanish music • Use of a Spanish dictionary
Term 2b	How do I talk about Family and Friends?	<ul style="list-style-type: none"> • Revision of present tense • Describing people • Revision of adjectives • Using para with infinitives • Talking about social networks • Making arrangements • Using the present continuous tense talking about reading preferences • Using ser and estar • Talking about relationships 	7. Written task – friends and family 8. Listening and reading – identity and culture	<u>Reading List</u> <ul style="list-style-type: none"> • Edexcel GCSE text book pages 50-71 <u>Other activities</u> <ul style="list-style-type: none"> • Listen to Spanish music • Use of a Spanish dictionary

Term 3a	How do I talk about Hobbies?	<ul style="list-style-type: none"> • Talking about free time activities • Using stem changing verbs • Discussing TV programmes • Using soler + infinitive • Revision of imperfect tense 	<p>9. Speaking assessment - hobbies</p> <p>10. EA3 Exam - Written assessment - hobbies</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Edexcel GCSE text book pages 72-79. <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Listen to Spanish music • Use of a Spanish dictionary
Term 3b	How do I talk about Hobbies (continued)?	<ul style="list-style-type: none"> • Using the perfect tense • Discussing different types of entertainment • Talking about who inspires you • Using a range of past tenses • Talking about dates 	<p>11. Translation - Hobbies</p> <p>12. Listening and Reading on Hobbies</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Edexcel GCSE text book page 80-93 <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Listen to Spanish music • Use of a Spanish dictionary

Curriculum Plan: BTEC Sport Year 9

UNIT 2 Overview:

A: Understand the rules, regulations and scoring systems for selected sports

B: Practically demonstrate skills, techniques and tactics in selected sports

C: Be able to review sports performance.

	Enquiry Question(s)	Learning Aim	Key Content	Key Assessments	Assignment Brief	Further Learning at Home
Term 1a	Sport 1 Practically demonstrate and understand the rules, regulations and scoring systems	Learning aim A: Understand the rules, regulations and scoring systems for selected sports	Practical observation <ul style="list-style-type: none"> Show an understanding of how to apply rules in a game Use skills and tactics in conditioned practices Use skills and tactics in a competitive situation 	2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1.	<i>You have been asked by the manager of a sports coaching company to give support to some of the younger children (aged 10 to 11yrs) who attend their coaching sessions. The children often struggle to understand the rules, regulations and scoring systems for the sports they take part in. The manager has asked you to select two sports and cover the rules, regulations and scoring systems for each sport and demonstrate how the rules are applied and who applies these rules in the selected sports, and in specific situations.</i>	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game.
Term 1b	Sport 2 Practically demonstrate and understand the rules, regulations and scoring systems	Learning aim A: Understand the rules, regulations & scoring systems for selected sports	Practical observation <ul style="list-style-type: none"> Show an understanding of how to apply rules in a game Use skills and tactics in conditioned practices Use skills and tactics in a competitive situation 	2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1.	Presentation of rules, regulations and scoring systems Presentation notes and slides Observation record Practical demonstration of the application of the rules in specific situations Video evidence Observation record/witness statement	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport
Term 2a	<i>Completion of Assignment Brief completion, individual work with the guidance of teacher, students to apply all knowledge gained through Term 1a and Term 1b to complete 2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1. FOCUS: Learning aim A: Understand the rules, regulations and scoring systems for selected sports</i>					
Term 2b	Sport 1 & 2 Practically demonstrate skills, techniques and tactics	Learning aim B: Practically demonstrate skills, techniques & tactics in selected sports	<ul style="list-style-type: none"> Components of fitness appropriate to sport. Use skills and tactics in conditioned practices Use skills and tactics in a competitive situation applying health and safety principles 	1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M2	<i>A sports coaching company has decided to develop a section on a sports website to promote themselves in the local community. The manager of the company has asked if you will develop a recording for the site for two selected sports. Learners must describe the components of fitness, technical and tactical demands for the selected sports. The recordings that you produce for each sport should demonstrate you applying the skills, techniques and tactics within a variety of situations (PE lessons, team training sessions and competitive situations). You should ensure that you include a commentary that outlines all the skills, techniques and tactics that you are applying throughout the video.</i>	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport Sports Coaching for specific drills
Term 3a	Sport 1 & 2 Practically demonstrate skills, techniques and tactics	Learning aim B: Practically demonstrate skills, techniques & tactics in selected sports	<ul style="list-style-type: none"> Use skills and tactics in conditioned practices Use skills and tactics in a competitive situation applying health and safety principles Breakdown of skills and body positioning. 	1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M2	Practical demonstration of the skills, techniques and tactics for	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport Sports Coaching for

					two selected sports Video evidence that demonstrates learners participating in each of the selected sports in specific situations Written commentary Observation record/witness statement	specific drills
Term 3b	Sport 1 & 2 be able to demonstrate their strengths and weaknesses in their chosen sport.	Learning aim C: Be able to review sports performance	<ul style="list-style-type: none"> Review sports performance Be able to explain their strengths and weaknesses of their chosen sport Application of fitness components to chosen sport. Goal Setting Use of technology 	1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M3, 2C.D2	<p><i>In order to develop as a sports performer it is important that you can assess your own strengths and areas for development. You have been asked to review your own performance using self-designed observation checklists, recommending activities to improve your performance and justify why you have chosen the activities you have.</i></p> <p>Completed observation checklists for learner's own performance in two selected sports Written summary</p>	Activities Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport Sports Coaching for specific drills

9c/st1 3: Tuesday P6: Practical Sportshall/ Courts/Astro. Thursday P4: Theory. Thursday P5: Practical All areas available. JHA

9b/st1 3: Wednesday P3: Theory. Wednesday P4: Practical Courts/Field/Astro. Thursday P1: Practical Sportshall/ Courts/Astro. GWO

9c/st2 3: Tuesday P6: Theory. Thursday P4 & P5: Practical (P4 sportshall out P5 all areas available communicate with JHA) GWO

- TERM 3B You should only need one practical lesson, to ensure all work is submitted and Learning Aim C is completed prior to the end of the year.
- COMPLETION OF UNIT 2 expected in 1 year. (Year 9 Practical Heavy)