



Year 9 Curriculum - St Ives School



Subject	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
English	<p>Topic: 'Of Mice and Men' Resources: John Steinbeck: 'Of Mice and Men'. Focus: Context; big ideas; character; language analysis. Outcome: Essay on character. Duration: 7 weeks</p>	<p>Topic: Dystopian Fiction Resources: Film extracts—dystopian; Henry Slesar 'Examination Day'; Doris Lessing 'Through the Tunnel'. Focus: Text structure Outcome: Analytical response. Duration: 5 weeks</p>	<p>Topic: 'Going on Adventures' Resources: Mary Kingsley 'Travels in Africa'; Henry Stanley extracts from autobiography; Tim Butcher 'Blood River'. Focus: Context; summary; inference; critical comparison. Outcome: Critical comparison. Duration: 6 weeks</p>	<p>Topic: Gothic Literature Resources: A range of extracts across time. Focus: Descriptive writing Outcome: Creative, description. Duration: 6 weeks</p>	<p>Topic: Macbeth Resources: Shakespeare's 'Macbeth'; Focus: Big ideas; context; character; language. Outcome: Analytical essay (extract based). Duration: 6 weeks</p>	<p>Topic: Protest Resources: Non-fiction resources; poetry anthology. Focus: Poetry - big ideas; language/ structure/ form; viewpoint writing; leaflets; posters; speeches. Outcome: Speech; analytical poetry essay. Duration: 6 weeks</p>
Maths	<p>Topic: Reasoning with Algebra Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths. Focus: Students will develop their understanding of straight-line graphs, forming and solving equations and testing conjectures. Outcome: End of block assessment. Duration: 7 weeks</p>	<p>Topic: Constructing in 2 and 3 Dimensions Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths. Focus: Students will develop their understanding on three dimensional shapes. Students will also focus on constructions and congruency. Outcome: End of block assessment and autumn assessment. Duration: 7 weeks</p>	<p>Topic: Reasoning with Numbers Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths. Focus: Students will develop their understanding on reasoning number, using percentages and finance involving maths. Outcome: End of block assessment. Duration: 6 weeks</p>	<p>Topic: Reasoning with Geometry Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths. Focus: Students will develop their understanding on deduction, rotation and translation, Pythagoras' theorem and trigonometry. Duration: 6 weeks</p>	<p>Topic: Reasoning with Proportion Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths. Focus: Students will develop their understanding on enlargement and similarity, solving ratio and proportion problems. Outcome: End of block assessment. Duration: 6 weeks</p>	<p>Topic: Representations Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths. Focus: Students will develop their understanding on probability, solving problems using graphs, tables and algebra. Outcome: End of block assessment and summer assessment. Duration: 6 weeks</p>
Biology	See Physics Overview	See Physics Overview	See Chemistry Overview	See Chemistry Overview	<p>Topic: Forensics Resources: PowerPoints, Practical Activities, Handouts. Focus: An in-depth look into the scientific concepts, skills and techniques used in the world of forensics. Pupils will apply their learnt techniques to forensic scenarios. Outcome: Practical Assessment and End of Term Assessment. Duration: 12 lessons</p>	<p>Topic: Into the Wild Resources: PowerPoints, Practical Activities, Handouts. Focus: Exploring how different areas of an ecosystem relate to each other. Discovering how small changes can lead to significant impacts across the whole ecosystem and how this can impact humans. Outcome: Practical Assessment and End of Term Assessment. Duration: 12 lessons</p>
Chemistry	See Physic Overview	See Physic Overview	<p>Topic: Process and Profit Resources: PowerPoints, Practical activities, Handouts Focus: Exploring how humans can control and manipulate chemical reactions to produce a desired, and hopefully profitable outcome. Outcome: Practical Assessment and End of Term Assessment Duration: 12 lessons</p>	<p>Topic: Material Science Resources: PowerPoints, Practical activities, Handouts Focus: Investigating the chemistry behind how different material have different properties and how us humans can use these properties to our advantage. Outcome: Practical Assessment and End of Term Assessment Duration: 12 lessons</p>	See Biology Overview	See Biology Overview
Physics	<p>Topic: The Future of Green Resources: PowerPoints, Practical Activities, Handouts Focus: Researching and investigating how humans currently use energy in our homes and work. Then exploring the future options of energy as we face the challenge of removing or reliance on non-sustainable energy sources. Outcome: Practical Assessment and End of Term Assessment Duration: 12 lessons</p>	<p>Topic: Out of this World Resources: PowerPoints, Practical Activities, Handouts Focus: Exploring the different astronomical features of the universe and how transform over millions of years. Key mathematical content will include looking at the magnitude of distances involved when discussing the universe. Outcome: Practical Assessment and End of Term Assessment Duration: 12 lessons</p>	See Chemistry Overview	See Chemistry Overview	See Biology Overview	See Biology Overview
9 ELC Science	<p>Topic: Human Body Resources: PowerPoints, Practical Activities, Handouts, Biology Book Focus: Deepen and develop knowledge embedded through KS3 looking at cells, human body, organ systems, transmission of diseases, reproductive system and fertility control. Outcome: Practical assessment on energy from food and topic test. Duration: 14 lessons</p>	<p>Topic: Elements, compounds & mixtures Resources: PowerPoints, Practical activities, Handouts, Chemistry Book Focus: Deepening understanding of elements, compounds and mixtures from particle theory to different materials and uses. And linking to the bonds formed in chemical compounds and relating to the properties of compounds formed. Outcome: Practical assessment on melting points of substances and Topic test. Duration: 13 lessons</p>	See Physics Overview	<p>Topic: Environment, evolution and inheritance Resources: PowerPoints, Practical Activities, Handouts, Biology Book. Focus: Develop and deepen knowledge embedded in KS3 of photosynthesis, food chains, pollution and the effects on ecosystems, evolution and linking to natural selection. Also looking at human reproduction in more depth to link to genetics. Outcome: Practical assessment on pollution and effect on plant growth & topic test. Duration: 13 lessons</p>	<p>Topic: Chemistry in our world Resources: PowerPoints, Practical activities, Handouts, Chemistry Book Focus: Looking at reactions in the real world and the effects of temperature, concentration and surface area on rates of reactions. Studying the Earth's atmosphere, and human influences on the atmosphere. Outcome: Practical on safe drinking water and Topic test. Duration: 14 lessons</p>	See Physics Overview
Art	<p>Topic: In depth Study of the Artist A.O.1 (GCSE criteria) Developing Artists Resources: Acrylic paint, Oil Pastels, Inks, Busho Papers. Focus: Review observational work in colour. Understanding of colour contrasts, hue, saturation and colour mixing using colour wheel (hue, saturation and primary, secondary, tertiary) Introduction to objects and lettering signs/mixed media. Outcome: Painting, Drawing, Printmaking (Mono printing). Duration: 3-4 lessons</p>	<p>Topic: Skills Building: 3D Work inspired by Pop Art Resources: Photographs, Primary Sources, Everyday Objects. Focus: Looking at how pots can be an object that tells a story; Grayson Perry. Outcome: Understanding links between Society and Art. Duration: 3-4 lessons.</p>	<p>Topic: Skills Building: 3D Work inspired by Pop Art Resources: Photographs, Primary Sources, Everyday Objects. Focus: Looking at how pots can be an object that tells a story; Keith Baugh and Grayson Perry. Outcome: Understanding Celebrity Status. Duration: 3-4 lessons.</p>	<p>Topic: In depth Study of the Artists Michael Mew (Developing and Enhancing Drawing and Painting Techniques) Resources: Papers/Sketchbooks, Drawing Equipment, Watercolours, Acrylic paint. Focus: Developing our understanding of Artists and researching their influences. Outcome: Developed sketchbooks. Duration: 3-4 lessons</p>	<p>Topic: Skills Building: Printmaking (Inspired by Pop Art) Resources: Polyblock, Lino and Card, Printmaking Inks, Printing Press. Focus: Printmaking Techniques (1): Block printing and reduction printing. Outcome: Printing; Collagraph and Polyblock. Duration: 3-4 lessons</p>	<p>Topic: Skills Building: printmaking (Inspired by Pop Art and Cubism) Resources: Lino Printmaking, Inks, Printing Press. Focus: Printmaking Techniques(2) Outcome: Printing; Lino Cutting. Duration: 3-4 lessons</p>
Design Technology	<p>Topic: Polymers. 'Phone Holder' Resources: Custom workbook, Modelling materials and tools, Workshop tools and machinery, CAD/CAM equipment. Focus: Polymers - 'raw material to stock forms' technical knowledge, Design ideas, modelling using a range of materials: card, high density foam, plastic offcuts. Outcome: Range of new technical skills and knowledge developed. Iterative designing processes. Duration: 3-4 lessons.</p>	<p>Topic: Polymers. 'Phone Holder' Resources: Custom workbook, Acrylic and HIPS offcuts. Workshop tools and machinery, CAD/CAM equipment. Focus: Plastic production processes. Iterative designing, Cutting/shaping/forming plastics and associated materials. Assembly and finishing. Outcome: Range of new technical skills and knowledge developed. Finished product developed after several modelling stages. Duration: 3-4 lessons.</p>	<p>Topic: Timber. 'Task Light' Resources: Custom workbook, Timber offcuts, LED lights, Workshop tools and machinery, CAD/CAM equipment. Focus: Planning and making a task light using timber offcuts and LED lights. Outcome: LED Task light completed using a combination of hardwood, softwood and/or manufactured boards offcuts. Duration: 3-4 lessons.</p>	<p>Topic: Timber. 'Task Light' Resources: Custom workbook, Timber offcuts, LED lights, Workshop tools and machinery, Focus: 2D/3D Design drawing skills, Soft woods, Hard woods & Manufactured boards technical knowledge, Investigating timber joinery techniques, Investigating task lighting. Outcome: Range of new technical skills and knowledge developed. Duration: 3-4 lessons.</p>	<p>Topic: Timber. 'Task Light' Resources: Custom workbook, Timber offcuts, LED lights, Workshop tools and machinery, CAD/CAM equipment. Focus: Timbers - 'raw material to stock forms' technical knowledge, Designing and modelling a task light using timber offcuts and LED lights. Outcome: Range of new technical skills and knowledge developed. Duration: 3-4 lessons.</p>	<p>Topic: STEM Challenges Resources: Variety of workshop materials and equipment. Focus: A selection of individual and team-based problem solving challenges, Bridge building, flying machines, marble run, batch production exercises. Outcome: Increased awareness of STEM subjects developed, Continued engagement for students who are not taking the GCSE D&T option in Year 10. Duration: 3-4 lessons.</p>

Food Preparation and Nutrition	<p>Topic: Food Preparation Skills, Food Choice. Resources: Workbooks, recipes, ingredients. Computers for nutrition and coatings. Focus: Knife skills, homemade vs shop bought, use of oven, family meals. Outcomes: Carrot knife cuts, Tomato Salsa, Scotch Egg. Duration: 3/4 Lessons.</p>	<p>Topic: Food Choice, Food Science, Preparation Techniques Resources: Workbooks, recipes, ingredients. Focus: Technical skills, Nutritional labelling and homemade v shop bought. Function of ingredients. Outcome: Scotch Egg, Fats in Pasty Investigation, Yule Log, chocolate decorative techniques, raising agents. Duration: 3/4 Lessons.</p>	<p>Topic: Food Provenance, Preparation Skills Resources: Worksheets, Workbooks, recipes, ingredients. Focus: Technical Skills and British and international cuisines. Sensory evaluation, raising agents, decorative techniques. Outcomes: Cornish Rolls, Thai Chicken Curry or Stir Fry. Duration: 3/4 Lessons.</p>	<p>Topic: Food Choice and Nutrition and Health Resources: Workbooks, recipes, ingredients. Focus: Technical Skills, Religious Food, enriched doughs, use of oven. Outcomes: Hot Cross Buns. Duration: 3 Lessons.</p>	<p>Topic: Food Science, NEA 1 Mock Resources: Mock NEA 1 Workbook, Ingredients for investigations and practical lesson. Focus: Technical Skills and Function of ingredients, gluten formation, gelatinisation. Outcomes: Gluten in pasta investigation, Roux sauce Investigation, Fresh Pasta and Roux sauce of choice. Duration: 2/3 Lessons.</p>	<p>Topic: Food Provenance and NEA 2 Mock. Resources: Mock NEA 2 Workbook, Ingredients for practical lesson. Computers for research and evaluation. Focus: Technical Skills, Seasonal foods, time planning, NEA pro-forma. Outcomes: Final product chosen by student. Duration: 3/4 Lessons.</p>
Graphic Communication	<p>Topic: Surrealism Resources: Sketchbooks, Scissors, Craft Knife, Glue, Pencils, CAD Equipment: Photoshop. Focus: Introduction to Surrealism and the artist Rene Magritte. Using collage to play with scale, composition and the juxtaposition of images, both manually and digitally. Outcome: A Surrealist art print that has been developed using Photoshop. Duration: 3-4 lessons.</p>	<p>Topic: Product Design Resources: Sketchbooks, Squared Paper, Orthographic Paper, Isometric Paper, Drawing Tools: 2H and 2B Pencils, Protractors, Rulers, CAD Equipment. Focus: To gain skills in 3D drawing using isometric and orthographic techniques. Manipulating hand drawn images using CAD equipment. Outcome: A computer rendered image of a product. Duration: 3 lessons.</p>	<p>Topic: Typography Resources: Sketchbooks, Squared Paper, Orthographic Paper, Drawing Tools: 2H and 2B Pencils, Rulers, Fine Liner Pens. Focus: Transferring 2D lettering into CAD drawings on Photoshop. Outcome: Creating a poster on Photoshop using a personal typeface. Manipulating hand drawn images using CAD equipment. Duration: 3-4 lessons.</p>	<p>Topic: Magazine Cover Resources: Sketchbooks, Workbooks, Pencils, Rulers, CAD Equipment. Focus: Using skills students have focused on this year they will design a magazine cover showing their knowledge of layout, typography and selection of imagery. Outcome: A finished original magazine cover using typography designed in the Typography project. Duration: 3 lessons.</p>	<p>Topic: Magazine Cover Resources: Sketchbooks, Workbooks, Pencils, Rulers, CAD Equipment. Focus: Using computer skills to put together their magazine cover. Focusing on formal design elements necessary to create a successful magazine cover. Outcome: A finished original magazine cover using typography designed in the Typography project. Duration: 3 lessons.</p>	<p>Topic: Advertising Resources: Sketchbooks, Pencils, Camera Equipment, CAD Equipment. Focus: Introduction to product advertising and the branding of products. Outcome: A personal advertising campaign, with Photoshopped imagery and mock ups of products. Introduction to new photography techniques and vocabulary. Duration: 3 lessons.</p>
Computing	<p>Topic: Planning Algorithms and Programming Resources: Computers/Google Classroom/MS Office/Python software. Focus: Programming concepts Inc. with Scratch. Outcome: Writing programs. Duration: 3 lessons</p>	<p>Topic: Planning Algorithms and Programming Resources: Computers/Google Classroom/MS Office/Python software. Focus: Programming concepts Inc. with Scratch. Outcome: Writing programs. Duration: 3 lessons</p>	<p>Topic: Website Design/Development Resources: Notepad / Google Sites / MS Office. Focus: Features of successful websites. Outcome: Reviews of existing websites. Duration: 3 lessons</p>	<p>Topic: Website Design/Development Resources: Notepad / Google Sites / MS Office. Focus: Development of website. Outcome: Development of website for business. Duration: 3 lessons</p>	<p>Topic: Website Design/Development Resources: Notepad / Google Sites / MS Office. Focus: Development of website including use of HTML. Outcome: Development of website for business. Duration: 3 lessons</p>	<p>Topic: Ethics and Issues Resources: MS Office, Python. Focus: Legislation, ethics and the environment. Outcome: Presentation, coded activity, worksheets. Duration: 3 lessons</p>
Drama	<p>Topic: Scripted Play Text—Our Day Out by Willy Russell Resources: Our Day Out scripts, Power Points, Handouts. Focus: Further develop knowledge of set text and context; develop skills when performing from a script; focus on characterisation. Outcome: Rehearsal of chosen text extract and written evaluation of monologue/dialogue. Focus— Characterisation. Final monologue/ dialogue performance and written topic quiz on set text—long answers. Duration: 8 lessons</p>	<p>Topic: Dance and Physical Theatre Resources: Videos from YouTube—Frantic Assembly, PowerPoint and music, chairs. Focus: Workshop lessons looking at the techniques and exercises of 'Frantic Assembly'. Outcome: Choreograph and devise chair duets, solo performances and group pieces. Duration: 7 lessons</p>	<p>Topic: Devising Drama— Working from Various Stimuli Resources: Videos, Power Points, music, Handouts, props, stimuli. Focus: Understanding how to devise original theatre using various dramatic stimuli. Outcome: Group devised performance and a written evaluation on the visual impact. Duration: 6 lessons</p>	<p>Topic: Dance Appreciation Resources: iPads, internet, videos, YouTube, presentations, stimulus. Focus: Research into styles and types of dance—dance from other countries and cultures. Watch and appreciate choreography and dance from other countries. Outcome: Perform a piece based on an abstract image. Duration: 6 lessons</p>	<p>Topic: Musical Theatre—Acting and Choreography Resources: Chosen musical clips and music, iPads. Focus: Building onto the Matilda SOW in Y8 and dance knowledge this year. Using music from 'West Side Story', students will look at conflict, race and identity. Outcome: Create their own choreography from the opening sequence. Duration: 5 lessons</p>	<p>Topic: Theatre Review Resources: Power Points, videos, Handouts—'Newsies'— Broadway production. Focus: Understanding how to review live theatre and develop written evaluation skills. Outcome: Full written theatre review of Broadway's production of 'Newsies'. Duration: 6 lessons</p>
Music	<p>Topic: The Blues Resources: Classroom Instruments. Focus: Chord Sequences, Songwriting, Improvisation. Focus: Arrange and then present tense. Possessive adjectives, adjective agreement. Present tense, comparatives and superlatives. Outcome: Topic test. Duration: 7 weeks</p>	<p>Topic: 12 bar Blues and Rock n Roll Resources: Classroom Instruments. Focus: Ensemble performance and develop knowledge of chords and chord sequences. Outcome: Ensemble Performance of a Rock n roll piece that includes improvisation. Duration: Autumn Half Term 2</p>	<p>Topic: The Baroque Orchestra Resources: Classroom instruments Focus: Knowledge of Orchestra, Ensemble performance, Baroque Musical Texture. Outcome: Developed knowledge and understanding of Baroque Music. Duration: Spring Half Term 1</p>	<p>Topic: Baroque Composing Resources: Classroom instruments Focus: Knowledge of Orchestra, Ensemble performance, Fusions, Polychoric Texture. Outcome: Developed knowledge and understanding of Baroque Music and composition. Duration: Spring Half Term 2</p>	<p>Topic: Israeli Folk Music Resources: Classroom instruments. Focus: Culture, Chord Sequence, Foreign language singing, ensemble performing, accelerando, melody. Outcome: A group performance of 'Hora Medura', a traditional Israeli folk song. Duration: Summer Half Term 1</p>	<p>Topic: Rap and Hip Hop Resources: Classroom instruments, ICT. Focus: Independent project management, practice, professionalism. Outcome: Ensemble performance, solo performance, research project. Duration: Summer Half Term 2</p>
French	<p>Topic: Me, my family and friends Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Avoir and être present tense. Possessive adjectives, adjective agreement. Present tense, comparatives and superlatives. Outcome: Topic test. Duration: 7 weeks</p>	<p>Topic: Relationships Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Reflexive verbs, direct object pronoun, present tense. Outcome: Topic test. Duration: 8 weeks</p>	<p>Topic: Marriage and partnership Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Future tense, future plans. Outcome: Topic test. Duration: 6 weeks</p>	<p>Topic: Social media Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Future tense, future plans, future and past tense, modal verbs. Outcome: Topic test. Duration: 5 weeks</p>	<p>Topic: Mobile technology Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Revision of the present, future and past tenses. Other common irregular verbs. Direct object pronoun, modal verbs. Outcome: Topic test. Duration: 6 weeks</p>	<p>Topic: Music, cinema, T.V. and sports Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Grammatical markers, extended range of two verbs together using different tenses, adverbs, clauses introduced by quand/lorsequ and si. Outcome: Topic test. Duration: 8 weeks</p>
Geography	<p>Topic: Population Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: Being able to describe how and why the global population is changing. Students will explore the impacts of population through different theories and cases studies of population growth across the global and evaluate the strategies that have been in place. Outcome: To understand how and why the world's population is changing and the different impacts and solutions there are to this phenomenon. Duration: 12 lessons Repeat concepts Scale Space and place Development Sustainability</p>	<p>Topic: Ecosystems and Tropical Rainforests Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: Describe the location of major biomes with particular focus on rainforests and hot deserts. To be able to explain how physical, human and environmental elements of these biomes interact and how human activities and climate change will affect them. Students will evaluate whether the opportunities of using these environments outweigh the challenges. Outcome: To explore the location of global biomes and to examine the physical, human and environmental geography of rainforest and hot desert environments. Duration: 12 lessons Repeat concepts Human and physical interrelationships Sustainability Scale Space and place Development</p>	<p>Topic: Ecosystems and Deserts Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: Describe the location of major biomes with particular focus on rainforests and hot deserts. To be able to explain how physical, human and environmental elements of these biomes interact and how human activities and climate change will affect them. Students will evaluate whether the opportunities of using these environments outweigh the challenges. Outcome: To explore the location of global biomes and to examine the physical, human and environmental geography of rainforest and hot desert environments. Duration: 12 lessons Repeat concepts Human and physical interrelationships Sustainability Scale Space and place Development</p>	<p>Topic: Challenge of Resource Management Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To be able to describe how energy, food and water demand is changing in the UK and how alternative energy sources may address these challenges to demand. Being able to explain why food insecurity is an issue and the impacts this can cause. Students also need to evaluate the successes of methods and technology to grow more food to deal with these food insecurity issues. Outcome: To explore the local, national and global challenges and solutions to resource distribution with specific focus on food. Duration: 12 lessons Repeat concepts Sustainability Human and physical interrelationships Scale Development Geomorphic processes</p>	<p>Topic: UK Physical Landscapes (Topics, Coasts and Rivers) Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: Being able to describe how processes shape UK Physical Landscapes. Being able to explain how processes are impacting on certain parts of the UK. Evaluating methods used to manage areas at risk of these processes. Outcome: To explore the processes that shape the UK's physical landscapes, examine how they are changing, how this affects people and what is being done to manage it. Duration: 15 lessons Repeat concepts Human and physical interrelationships Geomorphic processes Space and place</p>	<p>Topic: UK Physical Landscapes (Topics, Coasts and Rivers) Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: Being able to describe how processes shape UK Physical Landscapes. Being able to explain how processes are impacting on certain parts of the UK. Evaluating methods used to manage areas at risk of these processes. Outcome: To explore the processes that shape the UK's physical landscapes, examine how they are changing, how this affects people and what is being done to manage it. Duration: 15 lessons Repeat concepts Human and physical interrelationships Geomorphic processes Space and place</p>
History	<p>Topic: The Russian Revolutions Resources: Students will analyse a range of picture, written and documentary sources including propaganda posters and quotes from Communist writings. News headlines and articles from web sites showing modern analysis of the revolution. Focus: Key political terms and an understanding of Communism. Contextual awareness of the situation in Russia circa 1900. Causes, events and consequences of the revolution. The history of anti-Semitism in Europe. Outcome: Students will be able to explain causes and consequences in PEEL paragraphs and reach a supported conclusion about whether the revolution was a good thing or bad thing to Russia. They will be able to make links to previous history topics (WW1 and Revolutionary Iran) and other subjects e.g. English—'Animal Farm'. Duration: 12 lessons</p>	<p>Topic: Post WW1 Europe Resources: Students will focus on primary evidence (articles, footage, photos) and investigate a range of picture, written and documentary sources, including clips from 'World at War', interpretations. Focus: Understanding of key political views that shaped the Peace Treaty and how this had different consequences in different countries. The role of historians in shaping our views of the past. Outcome: Students will be able to analyse cause and consequence and evaluate the significance of the Treaty of Versailles. Students will be able to make informed options choices by having a specific chance to consider skills and careers based on history qualifications. Duration: 10 lessons</p>	<p>Topic: The Holocaust Resources: Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. Clips from films as appropriate. Range of interpretations written by different historians. Familiar texts e.g. 'The Diary of Anne Frank', 'The boy in the Striped Pyjamas' USHM website. Focus: Key Nazi beliefs that led to the Holocaust. How Jews and other minority groups were treated. How/ why the Holocaust was allowed to happen. Outcome: Knowledge and understanding of key aspects of the Holocaust. Students will be able to explain how and why it happened and what groups were targeted. Exploration of ideas and beliefs through group work and discussion. Links to Holocaust memorial day and world affairs e.g. other genocides. Duration: 8 lessons</p>	<p>Topic: Turning Points - Early Modern Resources: Students will focus on a primary evidence (articles, footage, photos) and investigate a range of picture, written and documentary sources including clips from 'World at War', Careers resources/ speakers. Focus: Events that link previous history topics with history to come. The causes of the Cold War, the impact of Stalin on Europe and the World. Chronology and 'pulling together' what students have learnt in their curriculum journey. Outcome: Students will be able to explain significance in PEEL paragraphs and reach a supported conclusion. They will make comparisons between different events. They will be able to make links to previous and future events from each turning point. Students will analyse contrasting interpretations to reach judgements about validity. Links to previous rise of the Dictators and Russian Revolutions topics. Duration: 7 lessons</p>	<p>Topic: Turning Points - c20th Resources: Students will focus on a range of historical interpretations from historians whose work reflects different perspectives and disciplines. Focus: Events that link previous history topics with history to come. The causes of the Cold War, the impact of Stalin on Europe and the World. Chronology and 'pulling together' what students have learnt in their curriculum journey. Outcome: Students will be able to explain significance in PEEL paragraphs and reach a supported conclusion. They will make comparisons between different events through group work and discussion. They will be able to make links to previous and future events from each turning point. Students will analyse contrasting interpretations to reach judgements about validity. Links to previous rise of the Dictators and Russian Revolutions topics. Duration: 8 lessons</p>	<p>Topic: Developments in South Africa Resources: Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. News headlines and articles. Range of interpretations written by different historians. Information and fact sheets to guide and support research. Focus: Movement and settlement in South Africa. Conflict between different groups. Development of Apartheid and it's consequences. Outcome: PEEL paragraphs analysing consequences of the Boer Wars and knowledge and understanding of less familiar elements of modern history. Students will be able to make links to Geography and RE as well as the previous history topics of Transatlantic Slave Trade and WW1. Duration: 10 lessons</p>
Core P.E.	<p>Topic: Reflection and Decision Making Focus: Excellence. Outcome: Makes thoughtful and considered reflections on own and others performance and makes appropriate, justified decisions under pressure. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	<p>Topic: Self Motivation and Motivation of Others Focus: Determination. Outcome: Demonstrates high levels of drive and personal ambition and pushes others to achieve their best. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	<p>Topic: Respect the Value of Physical Activity Focus: Respect. Outcome: a clear understanding of the wide ranging benefits of and active and healthy lifestyle and actively seeks to gain those benefits. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>			

Global Citizens	<p>RE: How do religions support diversity and equality?</p> <p>Key Questions: What is community cohesion and why is it so important? Why are xenophobia, racism and extreme nationalism so dangerous to Britain? What is religious discrimination and why does it still happen? What can different religions teach us about tolerance? (new unit)</p>	<p>LWW: How do we treat others?</p> <p>Key Questions: Why do some people pick up a knife? How do we treat young offenders? What are our human rights? What are examples of human rights offences? How are our human rights defended? Focus upon UNICEF Is aid the answer?</p>	<p>RSE: What are the dangers of negative relationships ?</p> <p>Key Questions: How do I look? (body image) Is the media to blame for eating disorders? It's not just a slap...domestic abuse including coercion, control, threats and violence What is sexual exploitation...HBV...forced marriage?</p>	<p>H&W: Is it safe?</p> <p>Key Questions: What is the law on alcohol and drugs? Are vaccinations, organ and blood donations safe? Why are some people opposed to them? Why do some people self-harm? What support is available? What is FGM? What are the risks and signs?</p>
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