



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: Gothic fiction Resources: 19th Century Gothic Literature Focus: Creative writing, analytical reading, gothic conventions. Outcome: Creative writing. 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: Macbeth Resources: Shakespeare's 'Macbeth'. Focus: Big ideas; context; character; language. Outcome: Analytical essay (extract based). Duration: 4 weeks</p>	<p>Topic: Protest – viewpoint writing Resources: Non-fiction resources covering a range of issues. Focus: Viewpoint writing; understanding different viewpoints; ethos, pathos and logos. Outcome: Speech. Duration: 6 weeks</p>	<p>Topic: Protest – poetry Resources: Poetry anthology encompassing a range of different poems taking different issues. Focus: Poetry analysis, poetic techniques, comparison, Big Ideas. Outcome: Analytical poetry essay. Duration: 8 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. Outcome: End of block assessment. 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 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 Chemistry/ Physics Overview	See Chemistry/ Physics Overview	<p>Topic: Inside the Cell Resources: PowerPoints, Practical Activities on Showbie Focus: Pupils will apply the understanding of the cell biology topics they have previously studied in KS3 and apply it to new concepts, examples and practical work. There is a strong practical element in the topic to ensure pupils have all the practical skills required for GCSE science. Duration: 12 lessons</p>	See Chemistry/ Physics Overview	See Chemistry/ Physics Overview	<p>Topic: Body Systems Resources: PowerPoints, Practical Activities on Showbie Focus: Pupils will apply the previous learning from previous KS 3 topics on specialised tissue and organs to understanding the role of organ systems (numerous organs working together). There are also opportunities to explore how disease and ill health Duration: 10 lessons</p>
Chemistry	See Biology/Physics Curriculum Overviews	See Biology/Physics Curriculum Overviews	See Biology/Physics Curriculum Overviews	<p>Topic: Atomic Structure Resources: PowerPoints, Practical Activities, Handouts on Showbie. Focus: In this topic, students will explore the structure and properties of atoms, including subatomic particles such as protons, neutrons, and electrons. They will learn about atomic number, mass number, and isotopes, which are fundamental concepts for understanding chemical behaviour. The course will also cover the organization of elements in the periodic table, highlighting trends such as reactivity, atomic size, and</p>	See Biology/Physics Curriculum Overviews	See Biology/Physics Curriculum Overviews
Physics	<p>Topic: The Future is Green Resources: PP, Practical Activities, Handouts on Showbie. Focus: Students will learn about various energy sources, including fossil fuels, renewable energy, and nuclear power, examining their advantages, disadvantages, and environmental impacts. They will explore the concepts of energy efficiency, carbon footprints, and the science behind global warming, focusing on the role of greenhouse gases and climate change. Through discussions, research projects, and practical experiments, students will develop critical thinking, data analysis, and problem-solving skills, enabling them to understand the importance of sustainable energy practices and their implications for the future of the planet. Duration: 14 Lessons</p>	<p>Topic: Out of This World Resources: PP, Practical Activities, Handouts on Showbie. Focus: Throughout this topic, students will explore the structure and dynamics of the universe, including the solar system, stars, galaxies, and the Big Bang theory. They will investigate the concepts of gravity, orbits, and the life cycle of stars, as well as the technology used for space exploration, such as telescopes and satellites. Through hands-on activities, discussions, and research projects, students will develop skills in scientific inquiry, critical thinking, and data interpretation, enhancing their understanding of the universe and our place within it. Duration: 14 Lessons</p>	See Chemistry/Biology Overview	See Chemistry/Biology Overview	See Chemistry/Biology Overview	See Chemistry/Biology Overview
Art	<p>Topic: Indian Art Resources: Presentation, Artist videos, WAGOLL. Focus: Exploring the highly decorative and skilful work of Indian culture, Rangoli, patterns and colour. Outcome: Creative, detailed, mixed-media artwork inspired by Indian culture. Duration: 3-4 lessons</p>	<p>Topic: Indian Art Resources: Presentation, Artist videos, WAGOLL. Focus: Exploring the highly decorative and skilful work of Indian culture. Shells and paisley patterns. Outcome: Observational drawings of shells and natural forms as a basis for creative exploration and printmaking. Duration: 3-4 lessons</p>	<p>Topic: Indian Art Resources: Presentation, Artist videos, WAGOLL. Focus: Exploring the highly decorative and skilful work of Indian culture. Shells and paisley patterns. Outcome: Final response to Indian art demonstrating the key features of this unit. Duration: 3-4 lessons</p>	<p>Topic: Shanty Towns & Architecture Resources: PowerPoint, WAGOLL, Artist inspiration. Focus: Developing our understanding of Artists and Architecture. Tone and form. Outcome: Responding to artist work using mixed-media. Observational drawings. 3D Drawings. Duration: 3-4 lessons</p>	<p>Topic: Shanty Towns & Architecture Resources: PowerPoint, WAGOLL, Artist inspiration. Focus: Developing our understanding of Artists and architecture. Tone and form. Outcome: Responding to artist work using mixed-media. Observational drawings. 3D Drawings. Duration: 3-4 lessons</p>	<p>Topic: Shanty Towns & Architecture Resources: PowerPoint, WAGOLL, Artist inspiration. Focus: Developing our understanding of Artists and architecture. Tone and form. Outcome: Responding to artist work using mixed-media. Observational drawings. 3D Drawings. Duration: 3-4 lessons</p>
Design Technology	<p>Topic: Timber. 'Lighting Design' Resources: Custom workbook. CAD/CAM equipment. Focus: Planning and making a task/mood 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. 'Lighting Design' 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. 'Lighting Design' 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: Polymers. 'Desk Organiser' 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. Outcome: Range of new technical skills and knowledge developed. Iterative designing processes. Duration: 3-4 lessons.</p>	<p>Topic: Polymers. 'Desk Organiser' Resources: Custom workbook. Acrylic and HIPS offcuts, Workshop tools and machinery. Focus: Plastic production processes. Iterative designing. Cutting/shaping/forming plastics. Assembly and finishing. Outcome: Finished product developed after several modelling stages. 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, iPad, ingredients. Focus: Knife skills, Enrobing, use of oven. Outcomes: Carrot knife cuts, cucumber decoration, Scotch Egg Duration: 3/4 Lessons.</p>	<p>Topic: Food Choice, Food Science, British Food Traditions. Resources: Workbooks, recipes, iPad, ingredients. Focus: Technical skills. Function of ingredients. Outcomes: Scotch Egg, Fats in Pastry Investigation, Yule Log, chocolate decorative techniques, raising agents. Duration: 3/4 Lessons.</p>	<p>Topic: Food Provenance, Preparation Skills Resources: Workbooks, recipes, iPad, 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, iPad, 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. Development of design language. 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. Following the 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/duologue, focus—Characterisation. Final monologue/duologue performance and written topic quiz on set text—long answers. Duration: 8 lessons</p>	<p>Topic: Dance and Physical Theatre Resources: Videos from YouTube, PowerPoint and music, chairs. Focus: Workshop lessons looking at the techniques and exercises of 'Frisco 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 techniques. 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 image. Focus: Research into styles and types of dance—dance from other countries and cultures. Watch and appreciate choreography and dance from practitioners. 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 society. 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. Outcome: Ensemble Composition of a blues that include improvisation. Duration: Autumn Half Term 1</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 Features. 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, Polyphonic Texture Outcome: Developed knowledge and understanding of Baroque performance 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, accelerating, melody. Outcome: A group perform piece 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: Present tense of irregular verbs, 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 verb together using different tenses, adverbs, clauses introduced by quand/orsque and si. Outcome: Topic test. Duration: 8 weeks</p>
Geography	<p>Topic: Population Resources: CQP 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: CQP 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 the 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: CQP 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 the 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: CQP 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 Human and physical interrelationships Scale Development Geomorphic processes</p>	<p>Topic: UK Physical Landscapes (Topics: Coasts and Rivers) Resources: CQP 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: Students will analyse a range of pictures, 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 WWI. Duration: 10 lessons</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 revolutions. 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 of 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 of War'. Careers resources/ speakers. Focus: Events that link previous history topics with history to come. The cause 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: 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 cause 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 WWI. Duration: 10 lessons</p>
Core P.E.	<p>Topic: Leadership Focus: Know Outcome: Makes positive adjustments to performance of others within PE and extra-curricular activities. 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: Outwitting an Opponent Focus: Grow Outcome: Modifies their behaviour to show kindness and respect to others without being prompted. 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: Empathy Focus: Show Outcome: Confidently outwit an opponent using a high range of tactical decisions over a range of activities. 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? 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? 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>RE: What are the dangers of negative relationships? Key Questions: How do I look? (body image) Is the media to blame for eating disorders? It's not just a slip... domestic abuse including coercion, control, threats and violence What is sexual exploitation...HBV...forced marriage?</p>	<p>H&W: Is it safe? 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>		