



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'</p> <p>Resources: John Steinbeck 'Of Mice and Men'.</p> <p>Focus: Context; big ideas; character; language analysis.</p> <p>Outcome: Essay on character.</p> <p>Duration: 7 weeks</p>	<p>Topic: Dystopian Fiction</p> <p>Resources: Film extracts—dystopian. Henry Slesar 'Examination Day'; Doris Lessing 'Through the Tunnel'.</p> <p>Focus: Text structure</p> <p>Outcome: Analytical response.</p> <p>Duration: 5 weeks</p>	<p>Topic: 'Going on Adventures'</p> <p>Resources: Mary Kingsley 'Travels in Africa'; Henry Stanley extracts from autobiography; Tim Butcher 'Blood River'.</p> <p>Focus: Context; summary; inference; critical comparison.</p> <p>Outcome: Critical comparison.</p> <p>Duration: 6 weeks</p>	<p>Topic: Gothic Literature</p> <p>Resources: A range of extracts across time.</p> <p>Focus: Descriptive writing</p> <p>Outcome: Creative, description.</p> <p>Duration: 6 weeks</p>	<p>Topic: Macbeth</p> <p>Resources: Shakespeare's 'Macbeth'</p> <p>Focus: Big ideas; context; character; language.</p> <p>Outcome: Analytical essay (extract based).</p> <p>Duration: 6 weeks</p>	<p>Topic: Protest</p> <p>Resources: Non-fiction resources; poetry anthology.</p> <p>Focus: Poetry - big ideas; language/ structure/ form; viewpoint writing: leaflets; posters; speeches.</p> <p>Outcome: Speech; analytical poetry essay.</p> <p>Duration: 6 weeks</p>
Maths	<p>Topic: Reasoning with Algebra</p> <p>Resources: CGP textbooks, Sparx Maths. Exam pro, Corbett Maths.</p> <p>Focus: Students will develop their understanding of straight-line graphs, forming and solving equations and testing conjectures.</p> <p>Outcome: End of block assessment.</p> <p>Duration: 7 weeks</p>	<p>Topic: Constructing in 2 and 3 Dimensions</p> <p>Resources: CGP textbooks, Sparx Maths. Exam pro, Corbett Maths.</p> <p>Focus: Students will develop their understanding on three dimensional shapes. Students will also focus on constructions and congruency.</p> <p>Outcome: End of block assessment and autumn assessment.</p> <p>Duration: 7 weeks</p>	<p>Topic: Reasoning with Numbers</p> <p>Resources: CGP textbooks, Sparx Maths. Exam pro, Corbett Maths.</p> <p>Focus: Students will develop their understanding on reasoning number, using percentages and finance involving maths.</p> <p>Outcome: End of block assessment.</p> <p>Duration: 6 weeks</p>	<p>Topic: Reasoning with Geometry</p> <p>Resources: CGP textbooks, Sparx Maths. Exam pro, Corbett Maths.</p> <p>Focus: Students will develop their understanding on deduction, rotation and translation and Pythagoras' theorem.</p> <p>Outcome: End of block assessment and spring assessment.</p> <p>Duration: 6 weeks</p>	<p>Topic: Reasoning with Proportion</p> <p>Resources: CGP textbooks, Sparx Maths. Exam pro, Corbett Maths.</p> <p>Focus: Students will develop their understanding on enlargement and similarity, solving ratio and proportion problems.</p> <p>Outcome: End of block assessment</p> <p>Duration: 6 weeks</p>	<p>Topic: Representations</p> <p>Resources: CGP textbooks, Sparx Maths. Exam pro, Corbett Maths.</p> <p>Focus: Students will develop their understanding on probability, solving problems using graphs, tables and algebra.</p> <p>Outcome: End of block assessment and summer assessment.</p> <p>Duration: 6 weeks</p>
Biology	See Physics Overview	See Physics Overview	See Chemistry Overview	See Chemistry Overview	<p>Topic: Forensics</p> <p>Resources: PowerPoint, Practical Activities, Handouts.</p> <p>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.</p> <p>Outcome: Practical Assessment and End of Term Assessment.</p> <p>Duration: 12 lessons</p>	<p>Topic: Into the Wild</p> <p>Resources: PowerPoint, Practical Activities, Handouts.</p> <p>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.</p> <p>Outcome: Practical Assessment and End of Term Assessment.</p> <p>Duration: 12 lessons</p>
Chemistry	See Physics Overview	See Physics Overview	<p>Topic: Process and Profit</p> <p>Resources: PowerPoint, Practical activities, Handouts</p> <p>Focus: Exploring how humans can control and manipulate chemical reactions to produce a desired, and hopefully profitable outcome.</p> <p>Outcome: Practical Assessment and End of Term Assessment</p> <p>Duration: 12 lessons</p>	<p>Topic: Material Science</p> <p>Resources: PowerPoint, Practical activities, Handouts</p> <p>Focus: Investigating the chemistry behind how different material have different properties and how us humans can use these properties to our advantage.</p> <p>Outcome: Practical Assessment and End of Term Assessment</p> <p>Duration: 12 lessons</p>	See Biology Overview	See Biology Overview
Physics	<p>Topic: The Future of Green</p> <p>Resources: PowerPoint, Practical Activities, Handouts</p> <p>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.</p> <p>Outcome: Practical Assessment and End of Term Assessment</p> <p>Duration: 12 lessons</p>	<p>Topic: Out of this World</p> <p>Resources: PowerPoint, Practical Activities, Handouts</p> <p>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.</p> <p>Outcome: Practical Assessment and End of Term Assessment</p> <p>Duration: 12 lessons</p>	See Chemistry Overview	See Chemistry Overview	See Biology Overview	See Biology Overview
9 ELC Science	<p>Topic: Human Body</p> <p>Resources: PowerPoint, Practical Activities, Handouts, Biology Book</p> <p>Focus: Deepen and develop knowledge embedded through KS3 looking at cells, human body, organ systems, transmission of diseases, reproductive system and fertility control.</p> <p>Outcome: Practical assessment on energy from food and topic test.</p> <p>Duration: 14 lessons</p>	<p>Topic: Elements, compounds & mixtures</p> <p>Resources: PowerPoint, Practical activities, Handouts, Chemistry Book</p> <p>Focus: Deepening understanding of elements, compounds and mixtures from particle theory to different materials and use. And linking to the bonds formed in chemical compounds and relating to the properties of compounds formed.</p> <p>Outcome: Practical assessment on melting points of substances and Topic test.</p> <p>Duration: 13 lessons</p>	See Physics Overview	<p>Topic: Environment, evolution and inheritance</p> <p>Resources: PowerPoint, Practical Activities, Handouts, Biology Book.</p> <p>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.</p> <p>Outcome: Practical assessment on pollution and effect on plant growth & topic test.</p> <p>Duration: 13 lessons</p>	<p>Topic: Chemistry in our world</p> <p>Resources: PowerPoint, Practical activities, Handouts, Chemistry Book</p> <p>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.</p> <p>Outcome: Practical on safe drinking water and Topic test.</p> <p>Duration: 14 lessons</p>	See Physics Overview
Art	<p>Topic: In depth Study of the Artist Michael Mew (developing and enhancing drawing and painting techniques) .</p> <p>Resources: Papers/sketchbooks, drawing equipment, watercolours, acrylic paint.</p> <p>Focus: Developing our understanding of Artists and researching their influences.</p> <p>Outcome: Developed Sketchbooks.</p> <p>Duration: 3-4 lessons</p>	<p>Topic: In depth Study of the Artist A.O.I (GCSE criteria) Developing Artists Knowledge.</p> <p>Resources: Acrylic Paint, Oil pastels, Ink, Brushes, Papers.</p> <p>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.</p> <p>Outcome: Painting, Drawing, Printmaking (Mono printing).</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Skills Building: Printmaking inspired by Pop Art and Cubism.</p> <p>Resources: Polyblock, Lino and card, Printmaking inks Printing Press.</p> <p>Focus: Printmaking Technique [1]: Block printing and reduction printing</p> <p>Outcome: Printing: Collagraph and Polyblock.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Skills Building: 3D work inspired by Pop Art and Surrealism.</p> <p>Resources: Photographs, Primary sources, Everyday objects.</p> <p>Focus: Looking at how Pots can be an object that tells a story: Grayson Perry.</p> <p>Outcome: Understanding links between Society and Art.</p> <p>Duration: 3-4 lessons</p>	<p>Topic: Skills Building: 3D work inspired by Pop Art and Surrealism.</p> <p>Resources: Photographs, Primary sources, Everyday objects.</p> <p>Focus: Looking at how Pots can be an object that tells a story: Grayson Perry.</p> <p>Outcome: Understanding links between Society and Art.</p> <p>Duration: 3-4 lessons</p>	<p>Topic: Skills Building: 3D Work Inspired by Pop Art and Surrealism .</p> <p>Resources: Photographs, Primary sources, Everyday objects .</p> <p>Focus: Looking at how Pots can be an object that tells a story: Keith Bough.</p> <p>Outcome: Understanding Celebrity Status.</p> <p>Duration: 3-4 lessons</p>
Design Technology	<p>Topic: Timber - Skills Box</p> <p>Resources: Custom workbook. Pre-cut length of Fine timber. Workshop tools and machinery.</p> <p>Focus: Isometric design drawing and rendering skills. Investigating timber joinery techniques. Soft woods & Hard woods theory. Making and assembly of box.</p> <p>Outcome: Range of new practical skills and theory knowledge developed.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Timber - Skills Box</p> <p>Resources: Custom workbook. Timber offcuts Workshop tools and machinery. CAD/CAM equipment.</p> <p>Focus: Manufactured boards theory. Investigating design movements. Making and assembly of box. Adding internal and external features with use of workshop equipment and CAD/CAM.</p> <p>Outcome: Range of new practical skills and theory knowledge developed.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Timber - Skills Box</p> <p>Resources: Custom workbook. Timber offcuts Workshop tools and machinery. CAD/CAM equipment.</p> <p>Focus: Manufactured boards theory. Investigating design movements. Making and assembly of box. Adding internal and external features with use of workshop equipment and CAD/CAM.</p> <p>Outcome: Customised box completed with decorative features linked to chosen design movement.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Polymers - Phone Holder</p> <p>Resources: Custom workbook. Modelling materials and tools. Workshop tools and machinery.</p> <p>Focus: Polymers - how material to stock forms: theory knowledge. Design ideas, modelling using a range of materials: card, high density foam, plastic offcuts.</p> <p>Outcome: Range of new practical skills and theory knowledge developed. Awareness of using the iterative design process.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: Polymers - Phone Holder</p> <p>Resources: Custom workbook. Acrylic and High Density. Polystyrene offcuts. Workshop tools and machinery.</p> <p>Focus: Plastic production processes. Iterative designing. Cutting/shaping/forming plastics and associated materials. Assembly and finishing.</p> <p>Outcome: Range of new practical skills and theory knowledge developed. Finished product developed after several modelling stages.</p> <p>Duration: 3-4 lessons.</p>	<p>Topic: STEM Challenges</p> <p>Resources: Variety of workshop materials and equipment.</p> <p>Focus: A selection of individual and team-based problem solving challenges. Bridge building, flying machines, marble run, batch production exercises.</p> <p>Outcome: Increased awareness of STEM subjects developed.</p> <p>Duration: 3-4 lessons.</p>

Food Preparation and Nutrition	<p>Topic: Food Preparation Skills, Food Choice.</p> <p>Resources: Workbooks, recipes, ingredients. Computers for nutrition and costings.</p> <p>Focus: Knife skills, homemade vs shop bought, use of oven, family meals.</p> <p>Outcomes: Carrot knife cuts, Tomato Salsa.</p> <p>Duration: 3/4 Lessons.</p>	<p>Topic: Food Choice, Food Science, Preparation Techniques</p> <p>Resources: Workbooks, recipes, ingredients.</p> <p>Focus: Technical skills, Nutritional labelling and homemade v shop bought. Function of ingredients.</p> <p>Outcomes: Lesage or Collage Pie, Fats in Pastry Investigation, Yule Log, chocolate decorative techniques, raising agents.</p> <p>Duration: 3/4 Lessons.</p>	<p>Topic: Food Provenance, Preparation Skills</p> <p>Resources: Worksheets, Workbooks, ingredients.</p> <p>Focus: Technical Skills and British and international cuisines. Sensory evaluation, raising agents, decorative techniques.</p> <p>Outcomes: Carnish Rolls, Thai Chicken Curry or Stir Fry.</p> <p>Duration: 3/4 Lessons.</p>	<p>Topic: Food Choice and Nutrition and Health .</p> <p>Resources: Workbooks, recipes, ingredients.</p> <p>Focus: Technical Skills, Religious Food, enriched doughs, use of oven.</p> <p>Outcomes: Hot Cross Buns.</p> <p>Duration: 3 Lessons.</p>	<p>Topic: Food Science, NEA 1 Mock</p> <p>Resources: Mock NEA 1 Workbook, Ingredients for investigations and practical lesson.</p> <p>Focus: Technical Skills and Function of ingredients, gluten formation, gelatinisation.</p> <p>Outcomes: Gluten in pasta Investigation, Roux sauce Investigation, Fresh Pasta and Roux sauce of choice.</p> <p>Duration: 2/3 Lessons.</p>	<p>Topic: Food Provenance and NEA 2 Mock.</p> <p>Resources: Mock NEA 2 Workbook, Ingredients for practical lesson. Computers for research and evaluation.</p> <p>Focus: Technical Skills, Seasonal foods, time planning, NEA pre-forma.</p> <p>Outcomes: Final product chosen by student.</p> <p>Duration: 3/4 Lessons.</p>
Graphic Communication	<p>Topic: Collage</p> <p>Resources: Sketchbooks, scissors, craft knife, glue, pencils, CAD equipment: Photoshop.</p> <p>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.</p> <p>Outcome: A Surrealist art print that has been developed using Photoshop.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Product Design</p> <p>Resources: Sketchbooks, squared paper, orthographic paper, isometric paper, Drawing tools: 2H and 2B pencils, protractors, rulers, CAD equipment.</p> <p>Focus: To gain skills in 3D drawing using isometric and orthographic techniques. Manipulating hand drawn images using CAD equipment.</p> <p>Outcome: A computer rendered image of product.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Typography</p> <p>Resources: Sketchbooks, squared paper, orthographic paper, Drawing tools: 2H and 2B pencils, rulers, fine liner pens.</p> <p>Focus: Transferring 2D lettering into CAD drawings on Photoshop.</p> <p>Outcome: Creating a poster on Photoshop using a personal typeface.</p> <p>Development of design language.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Magazine Cover</p> <p>Resources: Sketchbooks, workbooks, pencils, rulers, CAD equipment.</p> <p>Focus: Using skills students have focused on this year they will design a magazine cover drawing on knowledge of layout, typography and selection of imagery.</p> <p>Outcome: A finished original magazine cover using typography designed in the Typography project.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Magazine Cover</p> <p>Resources: Sketchbooks, workbooks, pencils, rulers, CAD equipment.</p> <p>Focus: Using computer skills to put together their magazine cover.</p> <p>Following the formal design elements necessary to create a successful magazine cover.</p> <p>Outcome: A finished original magazine cover using typography designed in the Typography project.</p> <p>Duration: 3 lessons.</p>	<p>Topic: Advertising</p> <p>Resources: Sketchbooks, pencils, camera equipment, CAD equipment.</p> <p>Focus: Introduction to product advertising and the branding of products.</p> <p>Outcome: A personal advertising campaign, with Photoshopped imagery and mock ups of products.</p> <p>Introduction to new photography techniques and vocabulary.</p> <p>Duration: 3 lessons.</p>
Computing	<p>Topic: Developing documentation for business</p> <p>Resources: MS Office</p> <p>Focus: letter structure, logo design</p> <p>Duration: 3 lessons</p>	<p>Topic: Managing finances</p> <p>Resources: MS Office, Python</p> <p>Focus: Using or developing software to calculate finances</p> <p>Outcome: Spreadsheet/program development</p> <p>Duration: 3 lessons</p>	<p>Topic: Website design/development</p> <p>Resources: Notepad / Google Sites / MS Office</p> <p>Focus: Features of successful websites</p> <p>Outcome: Reviews of existing websites</p> <p>Duration: 3 lessons</p>	<p>Topic: Website design/development</p> <p>Resources: Notepad / Google Sites / MS Office</p> <p>Focus: Development of website</p> <p>Outcome: Development of website for business</p> <p>Duration: 3 lessons</p>	<p>Topic: Managing Data</p> <p>Resources: Python MS Office</p> <p>Focus: Storing and searching data</p> <p>Outcome: final file database/program development</p> <p>Duration: 3 lessons</p>	<p>Topic: Ethics and Issues</p> <p>Resources: MS Office, Python</p> <p>Focus: Legislation, ethics and the environment</p> <p>Outcome: Presentation, coded activity, worksheets</p> <p>Duration: 3 lessons</p>
Drama	<p>Topic: Scripted Play Text– Our Day Out by Willy Russell</p> <p>Resources: Our Day Out scripts, Power Points, Handouts.</p> <p>Focus: Further develop knowledge of set text and context: develop skills when performing from a script: focus on characterisation.</p> <p>Outcome: Rehearsal of chosen text extract and written evaluation of monologue/duologue performance and written topic quiz on set text– long answers</p> <p>Duration: 3 lessons</p>	<p>Topic: Scripted Play Text– Our Day Out by Willy Russell</p> <p>Resources: Our Day Out Script, Power Points, Handouts.</p> <p>Focus: Develop characterisation when performing from a script– monologues/duologues: written knowledge of the play.</p> <p>Outcome: Monologues/duologue performance and written topic quiz on set text– long answers</p> <p>Duration: 3 lessons</p>	<p>Topic: Silent Movie and Melodrama</p> <p>Resources: Videos, Power Points, music, Handouts, props and costumes.</p> <p>Focus: Understanding comedy and the elements of melodrama and a silent movie; communication without speaking, visual impacts and understanding the impact of design in performance.</p> <p>Outcome: Group performance and topic quiz– google form</p> <p>Duration: 3 lessons</p>	<p>Topic: Devising Drama– working from various stimuli</p> <p>Resources: Videos, Power Points, music, Handouts, props, stimuli</p> <p>Focus: Understanding how to devise original theatre using various dramatic stimuli.</p> <p>Outcome: Group devised and written evaluation on the visual impact.</p> <p>Duration: 3 lessons</p>	<p>Topic: Musical Theatre</p> <p>Resources: Power Points, song words, scripts, music, videos, Handouts, various props and costumes– ‘Moulin du Musical’.</p> <p>Focus: Understanding the elements of musical theatre; developing working in a group with set choreography, original singing and script work.</p> <p>Outcome: Group performance– song dance and script extract and topic quiz– google form</p> <p>Duration: 2 lessons</p>	<p>Topic: Theatre Review</p> <p>Resources: Power Points, videos, Handouts– ‘Newsies’– Broadway production Disney +</p> <p>Focus: Understanding how to review live theatre and develop written evaluation skills.</p> <p>Outcome: Full written theatre review of Broadway’s production of ‘Newsies’.</p> <p>Duration: 4 lessons</p>
Music	<p>Topic: The Blues</p> <p>Resources: Classroom Instruments.</p> <p>Focus: Chord Sequences, Songwriting, Improvisation.</p> <p>Outcome: Ensemble Composition of a blues that include improvisation</p> <p>Duration: Autumn Half Term 1</p>	<p>Topic: 12 bar Blues and Rock n Roll</p> <p>Resources: Classroom Instruments.</p> <p>Focus: Ensemble performance and develop knowledge of chords and chord sequences.</p> <p>Outcome: Ensemble Performance of a Rock n’roll piece that includes improvisation.</p> <p>Duration: Autumn Half Term 2</p>	<p>Topic: The Baroque Orchestra</p> <p>Resources: Classroom instruments</p> <p>Focus: Knowledge of Orchestra, Ensemble performance, Baroque Musical Features.</p> <p>Outcome: Developed knowledge and a Rock n’roll piece that includes improvisation.</p> <p>Duration: Spring Half Term 1</p>	<p>Topic: Baroque Composing</p> <p>Resources: Classroom instruments</p> <p>Focus: Knowledge of Orchestra, Ensemble Performance, Fusions, Polyphonic Texture</p> <p>Outcome: Developed knowledge and performance and composition.</p> <p>Duration: Spring Half Term 2</p>	<p>Topic: Israeli Folk Music</p> <p>Resources: Classroom instruments.</p> <p>Focus: Knowledge of Chord Sequence, foreign language singing, ensemble performing, accelerando, melody.</p> <p>Outcome: A group performance of ‘Koradim’, a traditional Israeli folk song.</p> <p>Duration: Summer Half Term 1</p>	<p>Topic: Rap and Hip Hop</p> <p>Resources: Classroom instruments, ICT.</p> <p>Focus: Independent project management, practice, professionalism.</p> <p>Outcome: Ensemble Performance, solo performance, research project.</p> <p>Duration: Summer Half Term 2</p>
French	<p>Topic: Me, my family and friends</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP</p> <p>Focus: Avoir and être present tense . Possessive adjectives, adjective agreement, Present tense, comparatives and superlatives.</p> <p>Outcome: Topic test</p> <p>Duration: 7 weeks</p>	<p>Topic: Relationships</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP</p> <p>Focus: Reflexive verbs, direct object pronoun, present tense.</p> <p>Outcome: Topic test</p> <p>Duration: 7 weeks</p>	<p>Topic: Marriage and partnership</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP</p> <p>Focus: Future tense, future plans.</p> <p>Outcome: Topic test</p> <p>Duration: 6 weeks</p>	<p>Topic: Social media</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP</p> <p>Focus: Present tense of irregular verbs, future and past tense, modal verbs.</p> <p>Outcome: Topic test</p> <p>Duration: 5 weeks</p>	<p>Topic: Mobile technology</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP</p> <p>Focus: Revision of the present, future and past tenses. Other common irregular verbs. Direct object pronoun, modal verbs.</p> <p>Outcome: Topic test.</p> <p>Duration: 6 weeks</p>	<p>Topic: Music, cinema, T.V. and sports</p> <p>Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP</p> <p>Focus: Grammatical markers, extended range of two verbs together using different tenses, adverbs, clauses introduced by quand/forseque and si.</p> <p>Outcome: Topic test.</p> <p>Duration: 8 weeks</p>
Geography	<p>Topic: Population</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News.</p> <p>Focus: Being able to describe how and why the global population is changing. Students will explore the impact of population through different theories and cases studies of population growth across the global and evaluate the strategies that have been in place.</p> <p>Outcome: To understand how and why the world’s population is changing and the different impacts and solutions there are to this phenomenon.</p> <p>Duration: 12 lessons</p> <p>Repeat concepts</p> <p>Scale</p> <p>Space and place</p> <p>Development</p> <p>Sustainability</p>	<p>Topic: Ecosystems and Tropical Rainforests</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News .</p> <p>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.</p> <p>Outcome: To explore the location of global biomes and to examine the physical, human and environmental geography of rainforest and hot desert environments.</p> <p>Duration: 12 lessons</p> <p>Repeat concepts</p> <p>Human and physical interrelationships</p> <p>Sustainability</p> <p>Scale</p> <p>Space and place</p> <p>Development</p>	<p>Topic: Ecosystems and Deserts</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News .</p> <p>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.</p> <p>Outcome: To explore the location of global biomes and to examine the physical, human and environmental geography of rainforest and hot desert environments.</p> <p>Duration: 12 lessons</p> <p>Repeat concepts</p> <p>Human and physical interrelationships</p> <p>Sustainability</p> <p>Scale</p> <p>Space and place</p> <p>Development</p>	<p>Topic: Challenge of Resource Management</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News .</p> <p>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.</p> <p>Outcome: To explore the local, national and global challenges and solutions to resource distribution with specific focus on food.</p> <p>Duration: 12 lessons</p> <p>Repeat concepts</p> <p>Sustainability</p> <p>Human and physical interrelationships</p> <p>Scale</p> <p>Development</p> <p>Geomorphic processes</p>	<p>Topic: UK Physical Landscapes (Topics, Coasts and Rivers)</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News .</p> <p>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.</p> <p>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.</p> <p>Duration: 15 lessons</p> <p>Repeat concepts</p> <p>Human and physical interrelationships</p> <p>Geomorphic processes</p> <p>Space and place</p>	<p>Topic: UK Physical Landscapes (Topics, Coasts and Rivers)</p> <p>Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books. Websites – Cool Geography, Geography Cat and Get Revising, BBC News .</p> <p>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.</p> <p>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.</p> <p>Duration: 15 lessons</p> <p>Repeat concepts</p> <p>Human and physical interrelationships</p> <p>Geomorphic processes</p> <p>Space and place</p>
History	<p>Topic: Transatlantic Slave Trade</p> <p>Resources: Students will analyse a range of picture, written and documentary sources to re-visit and develop source skills. Range of interpretations written by different historians. Information and fact sheets to guide and support research. Extracts from key films showing the changing narrative. Evidence about slave rebellions .</p> <p>Focus: What was the Transatlantic slave trade? What was life like for slaves on the plantations? Attitudes towards race in Victorian England. The work of rebels e.g. Nat Turner, Nanny of the Maroons, Harriet Tubman in fighting against the slave trade.</p> <p>Outcome: Students will be able to explain the different stages of the slave trade and build an understanding of the hardships faced by slaves. They will explore beliefs and attitudes of the time and make links to the recent debate over slave trade statues and links to the BLM movement. Links to FSEH and Black History Month.</p> <p>Duration: 10 lessons</p>	<p>Topic: Developments in South Africa</p> <p>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.</p> <p>Focus: Movement and settlement in South Africa. Conflict between different groups. Development of Apartheid and it’s consequences.</p> <p>Outcome: PEEL paragraphs analysing consequences of the Boer War 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.</p> <p>Duration: 10 lessons</p>	<p>Topic: The Russian Revolutions</p> <p>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.</p> <p>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.</p> <p>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 (WWI and Revolutionary Iran) and other subjects e.g English– Animal Farm’.</p> <p>Duration: 7 lessons</p>	<p>Topic: Turning Points</p> <p>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’. Careers resources/ speakers.</p> <p>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. Key WW2 battles.</p> <p>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. Links to previous Rise of the Dictators and Russian Revolutions topics .</p> <p>Duration: 10 lessons</p>	<p>Topic: Post WW1 Europe</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Duration: 10lessons</p>	<p>Topic: The Holocaust</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Duration: 8 lessons</p>
P.E.	<p>Topic: Reflection and Decision Making</p> <p>Focus: Excellence.</p> <p>Outcome: Makes thoughtful and considered reflections on own and others performance and makes appropriate, justified decisions under pressure.</p> <p>Duration: 6-12 lessons.</p> <p>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</p> <p>Focus: Determination.</p> <p>Outcome: Demonstrates high levels of drive and personal ambition and pushes others to achieve their best.</p> <p>Duration: 6-12 lessons.</p> <p>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</p> <p>Focus: Determination.</p> <p>Outcome: Demonstrates high levels of drive and personal ambition and pushes others to achieve their best.</p> <p>Duration: 6-12 lessons.</p> <p>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</p> <p>Focus: Determination.</p> <p>Outcome: Demonstrates high levels of drive and personal ambition and pushes others to achieve their best.</p> <p>Duration: 6-12 lessons.</p> <p>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</p> <p>Focus: Respect.</p> <p>Outcome: a clear understanding of the wide ranging benefits of and active and healthy lifestyle and actively seeks to gain those benefits.</p> <p>Duration: 6-12 lessons.</p> <p>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</p> <p>Focus: Respect.</p> <p>Outcome: a clear understanding of the wide ranging benefits of and active and healthy lifestyle and actively seeks to gain those benefits.</p> <p>Duration: 6-12 lessons.</p> <p>A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>

PSHE	<p>Topic: Families</p> <p>Resources: TES videos and PSHE Association</p> <p>Focus: Different types of family units; marriage, civil partnership, forced and arranged marriage.</p> <p>Outcome: for students to be aware of differing types of family units.</p> <p>Duration: 2</p>	<p>Topic: Careers and the future</p> <p>Resources: NSSW, Career Pilot</p> <p>Focus: desirable skills, future career focus, CV development</p> <p>Outcome: all pupils will have a CV</p> <p>Duration: 4</p>	<p>Topic: Drug and alcohol abuse/misuse</p> <p>Resources:</p> <p>Focus: drug classifications and law, factors that result in people taking drugs and effects.</p> <p>Outcome: to understand the socio-economic factors that may influence drug/alcohol use.</p> <p>Duration: 4</p>	<p>Topic: Personal safety and consent</p> <p>Resources: Cornwall Health Promotion service, Action Aid.</p> <p>Focus: consent both online and offline, including sexting, influence of media on relationships (including pornography)</p> <p>Outcome: for pupils to know how to keep themselves safe and within the law.</p> <p>Duration: 6</p>	<p>Topic: Relationships and Sex Education</p> <p>Resources: Cornwall Health Promotion service</p> <p>Focus: healthy relationships, CSE, victim blaming and FGM.</p> <p>Outcome: Students know how to recognise signs of abuse and exploitation.</p> <p>Duration: 3</p>	<p>Topic: Relationships and Sex Education</p> <p>Resources: Cornwall Health Promotion service</p> <p>Focus: healthy relationships, CSE, victim blaming and FGM.</p> <p>Outcome: Students know how to recognise signs of abuse and exploitation.</p> <p>Duration: 3</p>
RE	<p>Topic 3.13: What difference does it make to be an atheist or agnostic in Britain today?</p> <p>Resources: Office for national statistics, TES and NATRE</p> <p>Focus: Spirituality, Atheists, Agnostics</p> <p>Outcome: Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.14: Good, bad, right, wrong: how do I decide?</p> <p>Resources: Office for national statistics, TES and NATRE</p> <p>Focus: Absolute and relative morality</p> <p>Outcome: Evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.15: How far does it make a difference if you believe in life after death? Christians, Muslims, Hindus, non-religious</p> <p>Resources: NATRE and TES</p> <p>Focus: Differing religious and non-religious beliefs about life after death.</p> <p>Outcome: Offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions)</p> <p>Duration: 3 lessons</p>	<p>Topic 3.16 Why is there suffering? Are there any good solutions? Christians, Hindus/Buddhists, non-religious worldviews</p> <p>Resources: NATRE and TES</p> <p>Focus: Explore questions raised by evil and suffering.</p> <p>Outcome: Evaluate how far it is the case that religions exist to help humans cope with suffering, fear and despair, offering reasons and justifications for their responses.</p> <p>Duration: 7 lessons</p>	<p>Topic 3.16 Why is there suffering? Are there any good solutions? Christians, Hindus/Buddhists, non-religious worldviews</p> <p>Resources: NATRE and TES</p> <p>Focus: Explore questions raised by evil and suffering.</p> <p>Outcome: Evaluate how far it is the case that religions exist to help humans cope with suffering, fear and despair, offering reasons and justifications for their responses.</p> <p>Duration: 7 lessons</p>	<p>Topic 3.17: Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews</p> <p>Resources: NATRE</p> <p>Focus: Different ways to happiness.</p> <p>Outcome: Offer a coherent account of the value of happiness as the purpose in life, weighing up religious and non-religious views, including their own</p> <p>Duration: 3 lessons</p>