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| **Subject and Exam Board** | **Half Term 1** | **Half Term 2** | **Half Term 3** | **Half Term 4** | **Half Term 5** | **Half Term 6** |
| **Art****AQA** | **Pop Art. (60% of overall grade)**Researching artists for example: Warhol and Lichtenstein. Creating issues based Pop Art paintings. | **Pop Art. (60% of overall grade)**Researching artists for example: Warhol and Lichtenstein. Creating issues based Pop Art paintings. | **Tattoo my Identity**Investigate body decoration in different cultures. Researching tattoo styles for example: Mehndi | **Tattoo my Identity**Investigate body decoration in different cultures. Researching tattoo styles for example: Mehndi | **Tattoo my identity**Relief printing inspired by Maori Art | **Tattoo my identity**Relief printing inspired by Maori Art |
| **Biology****AQA** | B16 Adaptation and interdependenceB16.1 The importance of communitiesB16.2 Organisms in their environmentB16.3 Distribution and abundanceB16.4 Competition in animalsB16.5 Competition in plantsB16.6 Adapt and surviveB16.7 Adaptation in animalsB16.8 Adaptation in plantsB17 Organisation of an ecosystemB17.1 Feeding relationshipsB17.2 Materials cyclingB17.3 The carbon cycleB17.4 Rates of decompositionRPA (Triple only) – Rates of Decomposition**Half term Assessment** | B18 The effect of human interactions on ecosystems and biodiversityB18.1 The human population explosionB18.2 Land and water pollutionB18.3 Air pollutionB18.4 Deforestation and peat destructionB18.5 Global warmingB18.6 The impact of changeB18.7 Maintaining biodiversityB18.8 Trophic levels and biomass (Triple only)B18.9 Biomass transfers (Triple only)B18.10 Factors affecting food security (Triple only)B18.11 Making food production efficient(Triple only)B18.12 Sustainable food production (Triple only)Interpreting Data & Graph Skills Math Skills in Biology Revision for End of term test **End of Term Assessment** | B1 Cell Structure and Transport B1.1 The world of the microscopeB1.2 Animal and plant cellsB1.3 Eukaryotic and prokaryotic cellsB1.4 Specialisation in animal cellsB1.5 Specialisation in plant cellsB1.6 DiffusionB1.7 OsmosisB1.8 Osmosis in plantsB1.9 Active transportB1.10 Exchanging materialsRPA – Looking at cells (Microscopy)RPA – Investigating plant tissue in sugar solutionB2 Cell DivisionB2.1 Cell divisionB2.2 Growth and differentiationB2.3 Stem cellsB2.4 Stem cell dilemmas**Half term Assessment** | B3 Organisation and the digestive systemB3.1 Tissues and organsB3.2 The human digestive systemB3.3 The chemistry of foodB3.4 Catalysts and enzymesB3.5 Factors affecting enzyme actionB3.6 How the digestive system worksB3.7 Making digestion efficientRPA – Food testsRPA – The effect of pH on enzyme rate of reaction. **End of term exam** | B4 Organising animals and plantsB4.1 The bloodB4.2 The blood vesselsB4.3 The heartB4.4 Helping the heartB4.5 Breathing and gas exchangeB4.6 Tissues and organs in plantsB4.7 Transport systems in plantsB4.8 Evaporation and transpirationB4.9 Factors affecting transpiration**Half term Assessment** | Interpreting Data & Graph Skills Maths skills in BiologyRequired Practical Catch ups**End of Year Assessment** |
| **Business****Edexcel** | Content studied:What is business? An introduction to **business studies, entrepreneurship and marketing.** Key focus on ‘real life’ case studies and introducing the basics of these concepts (we will build on these in year 10).**Assessment** End of unit presentation of their own business idea. | Content studied:**Operations and business location** – key decisions businesses make when setting up and as they expand. **Assessment** Multiple choice knowledge check (entrepreneurship, marketing and operations)  | Content studied:How do businesses **finance** their business? Key calculations/ concepts to assess success.**Assessment**Formula test – putting knowledge into formulas and the ability to recall key formulas.  | Content studied:The process of **human resources** and key aspects that are important in recruitment as well as legislation. Role play/simulation of the recruitment process. **Assessment**Multiple choice knowledge check (finance and human resources)  | Peter Jones Tycoon Challenge – tying together everything we have learnt to a practical challenge. **Assessment**Ongoing assessment of key skills – teamwork, creativity, initiative, collaboration.  | Peter Jones Tycoon Challenge – tying together everything we have learnt to a practical challenge. **Assessment** End of unit assessment including an introduction to 1, 2 and 3 mark questions and finance formula questions.  |
| **Chemistry****AQA** | Introduction to ChemistryC1.3: Separating mixtures C1.4: Fractional distillation and paper chromatography  | C13: The Earth’s atmosphere C13.1: History of our atmosphere C13.2: Our evolving atmosphere C13.3: Greenhouse gases C13.4: Global climate change C13.5: Atmospheric pollutants**Formative Assessment** | C14: The Earth’s resources C14.1: Finite and renewable resources C14.2: Water safe to drink C14.4: Treating waste water C14.5: Life cycle assessments C14.6: Reduce, reuse and recycle**Formative Assessment** | C1: Atomic structure C1.1: Atoms C1.2: Chemical equations C1.5: History of the atom C1.6: Structure of the atom C1.7: Ions, atoms and isotopes C1.8: Electronic structures**Formative Assessment** | C2: The periodic table C2.1: Development of the periodic table C2.2: Electronic structures and the periodic table C2.3: Group 1 - alkali metals C2.4: Group 7 - the halogens C2.5: Explaining trends C2.6: The transition elements (TS)**Formative Assessment** | C3: Structure and bonding C3.1: States of matter C3.2: Atoms into ions C3.3: Ionic bonding C3.4: Giant ionic structures C3.5: Covalent bonding C3.6: Structure of simple molecules C3.7: Giant covalent structures C3.8: Fullerenes and graphene C3.9: Giant metallic structures C3.10: Nanoparticles (TS) C3.11: Applications of nanoparticles (TS)**Formative Assessment** |
| **Computer Science****OCR** | What is a computer? Hardware and SoftwareiMedia:Pre-production skills | Python Programming – An introduction to PythoniMedia:Pre-production skills | Computational thinking and AlgorithmsiMedia:Multimedia | Programming Project in Python, using AlgorithmsiMedia:Multimedia | Networks and SecurityiMedia:Photoshop | Advanced Python ProgrammingiMedia:Photoshop |
| **Dance****AQA** | **Introduction to Dance:**Technical skills;* Action
* Space
* Dynamics
* Relationship
* Timing content
* Rhythmic content
* Movement in a stylistically accurate way.

**Assessment:** Group choreography and performance Written test consolidating technical skills.**Technique dance classes** focusing on;* Contemporary
* Ballet
* Street

**Dance Appreciation of a** **professional dance work:** Emancipation of Expressionism* Features of production
* Choreographic approaches, content and intent
 | **Introduction to Dance:**Choreographic Process; knowledge, understand and skills for choreography* Choreographic process
* Structuring devices
* Choreographic devices

**Assessment:** Solo or group choreography and performance Written test consolidating choreographic process**Technique dance classes** focusing on;* Contemporary
* Lyrical
* Ballet
* Street

**Continuation of Dance Appreciation:** Emancipation of Expressionism | **Introduction to Dance:**Safe working practice during performance and process.**Technique dance classes** focusing on;* Contemporary
* Lyrical
* Contact
* Ballet
* Street

**Dance Appreciation of a** **professional dance work:** Shadows* Features of production
* Choreographic approaches, content and intent
 | **Introduction to Dance:**Continuation of Safe working practice during performance and process.**Technique dance classes** focusing on;* Contemporary
* Lyrical
* Contact
* Ballet
* Street

**Assessment:** Written test consolidating safe working practice.**Continuation of Dance Appreciation:** Shadows | **Introduction to Dance:**Performance environments;* Proscenium arch
* End stage
* In the round
* Site-sensitive
* Dance for camera

**Technique dance classes** focusing on;* Contemporary
* Lyrical
* Contact
* Ballet
* Street

**Assessment:** Written test consolidating performance environments**Dance Appreciation of a professional dance work:** A Linha Curva | **Site-sensitive summer project.**Students working in small groups choreographing, performing, recording in non-theatre spaces.**Assessment:** Choreography and performance skills assessed based on the recording of the site sensitive project.**Continuation of Dance Appreciation:** A Linha Curva |
| **Design Technology****AQA** | 1 Wooden Train Project Theory – Topic test**Practical assessment** | 2 Wooden Train Project/ Pewter Key Ring Project Theory – Topic test **Practical assessment** | 3 Pewter Key Ring/Textiles Baseball Cap Theory -Topic test**Practical assessment** | 4 Textiles Baseball Cap Theory – Topic testPractical assessment | 5 Sellotape Dispenser Theory – Topic test**Practical assessment** | 6 Sellotape Dispenser Theory – Topic test**Practical assessment** |
| **Digital Art****AQA** | **Pop Art. (60% of overall grade)**Using Photoshop to create Digital Art pieces inspired by Peter Blake and Andy Warhol. | **Pop Art. (60% of overall grade)**Using Photoshop to create Digital Art pieces inspired by Peter Blake and Andy Warhol. | **Tattoo my Identity**Using Photoshop to create Digital Art pieces inspired Maori tattoos. | **Tattoo my Identity**Using Photoshop to create Digital Art pieces inspired Maori tattoos. | **Introduction to Photography and Graphics**Creating a book cover design influenced by contemporary book covers, using own photographs. | **Introduction to Photography and Graphics**Creating a book cover design influenced by contemporary book covers, using own photographs. |
| **Drama****OCR** | **The Development of Drama**Introducing students to the GCSE drama curriculum begins with a look at drama throughout history.Theatre has evolved over many, many years and built to become an overarching term for many performance forms. Students will learn how to create a devised performance for GCSE.**Assessment:*** Terminology from Greek and Shakespearean theatre.
* Teacher-led Devising Mock
 | **Staging Styles & Stanislavski** We will explore staging styles of modern performance spaces.Students will be introduced to the approach of Konstantin Stanislavski and the ‘art’ of naturalistic acting.The term will culminate in a mock devising task. Where students will create their own drama work from either a piece of instrumental music or a picture. **Assessment:*** Student-led Devising Mock
* Terminology Quiz
 | **ACT ONE – Blood Brothers**Using a variety of mediums such as watching excerpts, listening to music, acting out scenes and setting musical numbers, students will explore the text, using practical tasks and exercises as you would explore within a rehearsal process. Students will build character profiles, demonstrate understanding of context, motif and story-telling devices.**Assessment:**Ongoing assessment of approach to rehearsals | **ACT TWO – Blood Brothers**Using a variety of mediums such as watching excerpts, listening to music, acting out scenes and setting musical numbers, students will explore the text, using practical tasks and exercises as you would explore within a rehearsal process. Students will build approaches to rehearsals, understanding stage directions, context and creating mood/atmosphere. **Assessment:**Ongoing assessment of approach to rehearsals | **Directing Blood Brothers Project**In groups students will direct a section of the play. They will create designs for set, lights, costumes and props. Students will then have to rehearse the same section and perform it to an audience. **Assessment:**Ongoing preparation of; Presentation of production design elements & understanding of contextPerformance 1 – working as a groupPerformance 2 – independent student work. | **Performing Text Performance and Presentations**Applying all the knowledge learned this year to complete a mock of Section A of the exam. Section A includes 8 questions on Blood Brothers – so utilizing all of the material produced for their previous assessment. Finishing the year exploring practitioners such as;* Artaud & Boal
* Site-Specific Performance

**PARENT PERFORMANCE (JUNE)****Assessment:**Written Exam MockSection A |
| **Engineering****EAL** | 1 Health and SafetyPractical - Skills Theory – Exam questions.**Practical assessment** | 2 Health and SafetyPractical – Basket BracketTheory – Topic Test **Practical assessment** | 3 Materials and propertiesPractical – Bottle openerTheory -Topic test**Practical assessment** | 4 Manufacturing ProcessesPractical - AeroplaneTheory – Topic test**Practical assessment** | 5 Drawing theoryComplete an isometric drawing and show understanding of third angle orthographic views. | **6 Practical Assessment****Using the lathe – tapping handle.** |
| **English****AQA** | Prose – Of Mice and MenStudents will read and analyse the novella: ‘Of Mice and Men’.They will develop their understanding of language, structure, context and form. **Assessment:** **The students are required to write an analytical essay based on the presentation of a theme or character in the novella.** | Shakespeare( Romeo & Juliet)Students will read and analyse the play: ‘Romeo and Juliet’.They will develop their understanding of language, structure, context and form. **Assessment:** **The students will write an analytical essay based on the presentation of a theme/emotion/****attitude/character in the play.** | Spoken Language Students will write and deliver their GCSE spoken language presentation. **Assessment:****Students will deliver their speech.** **They will be awarded either a Pass, Merit or Distinction based on the GCSE criteria.** | Poetry - Moon on the TidesStudents will develop understanding of a range of poems from the Moon on the Tide anthology. They will develop their understanding of language, structure, context and form.**Assessment:****Students will write an analytical essay comparing two of the poems they have studied.** | Drama – A Taste of HoneyStudents will read and analyse the play: ‘A Taste of Honey’.They will develop their understanding of language, structure, context and form. **Assessment:****Students will write an analytical essay on the play.** | Exam PrepStudents will be taught Language Paper 2 – ‘Writers’ viewpoints and perspectives.’**Assessment:****Students will complete a GCSE language paper two exam.** |
| **Food and Nutrition** **AQA** | 1 Nutrients and Nutritional needs and health.**Assessment: Theory test based on exam questions.** | 2 Diet and Health with cooking methods.**Assessment: Theory test based on exam questions.** | 3 Food science andHeat transfer in food.**Practical assessment**  | 4 Raising agents**Group oral presentation** | 5 Micro-organisms**Group oral presentation** – How micro-organisms are used in food production.**Theory test based on exam questions.** | 6 Revision**Summer exam** |
| **French****Edexcel** | M1 Qui suis-je? (Who am I?)Family, friends and going out | M1 Qui suis-je? (Who am I?)Family, friends and going out**End of module assessment L R W** | M2 Le temps des loisirs (Leisure time)Sport, music, technology films and TV | M2 Le temps des loisirs (Leisure time)Sport, music, technology films and TV**End of module assessment L R W** | M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations)Daily life and special occasions | M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations)Daily life and special occasions **EOY 9 exams** **L R W + speaking**  |
| **Geography****Edexcel** | **Is there a sustainable future for our planet?**-The global distribution of Biomes-Investigating a local ecosystem - Fieldwork-How do Humans use the biosphere?-What is sustainable management? **Assessment** Decision making assessment | **Is there a sustainable future for our planet?**-What are the characteristics of the Taiga biome?-What are the Threats to the Taiga biome? -Is there a sustainable future?**Assessment** Beautiful work – Poster Activity to answer the questionIs there a sustainable future for our planet? | **Why is the Middle East an important World Region?**-Where is the Middle East?-What is the physical geography of the -Middle East?-What is the world distribution of energy resources?-Energy use in the Middle East? | **Why is the Middle East an important World Region?**-What are the costs and benefits of fossil fuel use?-Why does the price of oil vary?-Are renewables the solution?-Can our energy use be sustainable?**Assessment**Decision making paper.  | **Is the Geography of Africa a curse or a blessing?**-What do we know about Africa?-What factors affect the distribution of biomes in Africa? | **Is the Geography of Africa a curse or a blessing?**-Is Climate change a threat for Africa?-Can global biomes be protected?-Energy use in Africa-HEP case study |
| **History****Edexcel** | Introduction to GCSE:Migration enquiry – what does it mean to be British?**Summative assessment: baseline test.** **End of unit formative assessment: how far have stories of migration to Britain been the same from the Middle Ages to the present?**  | American West –The early settlement of the West, c1835 –c1862 Explain the importance questions**Formative assessment: explain the importance of … (8 marks)****Summative assessment:****Write a narrative account analysing …** | American west -Development of the plains, c1862-1876Explain 2 consequence questions**Formative assessment: explain 2 consequences of…( 8 marks)****Summative assessment: explain two consequences of … (8 marks)** | American West -Conflict and Conquest, c1876 – c1895Explain the importance questions**Formative assessment: explain the importance of the …****(8 marks)****Summative assessment: explain the importance of the Johnson County War (18920 in the west (8 marks)****End of unit exam** | Anglo Saxons and NormansAnglos Saxon England and the Norman Conquest, 1060 - 1066**Summative assessment: describe 2 features of…. (4 marks)****Summative assessment: describe 2 features of…** | Anglo Saxons and NormansWilliam I in power: securing the kingdom, 1066 - 87**Formative assessment:****Explain why … (12 marks)****“The main reason for the … (16 marks)****End of unit exam** |
| **Hospitality and Catering****AQA** | 1 Structure of thehospitality and catering industryHigh skill practical assessment.End of topic test. | 2 Job titles and requirementsWritten presentation | 3 Working in industryOral presentation | 4 Personal safety and responsibilities in the work place.End of topic test | End of topic test | 6 Controlled assessment researchResearch to be assessed to exam board requirements.End of year exam. |
| **ICT** **iMedia / Certificate in Digital Applications****OCR** | CS:Basic of inside a computer and the hardware componentsiMedia:Pre-production skills | CS:Python ProgrammingiMedia:Pre-production skills | CS:Python Programming and ProjectiMedia:Multimedia | CS:Computational ThinkingiMedia:Multimedia | CS:iMedia:Photoshop | CS:iMedia:Photoshop |
| **Maths****AQA** | **Higher** * Section 1 - Arithmetic, Multiples & Factors
* Section 2 - Approximations
* Section 3 - Fractions

**Foundation*** Section 1 - Non-Calculator Arithmetic
* Section 2 - Approximations
* Section 3 - Powers & Roots

**Assessment****Topic tests – 50 mins****End of term Assessment – 50 mins** | **Higher** * Section 4 - Ratio & Proportion
* Section 5 - Percentages
* Section 10 - Direct & Inverse Proportion

**Foundation*** Section 4 - Multiples & Factors
* Section 5 - Fractions
* Section 6 - Ratios

**Assessment****Topic tests – 50 mins****End of term Assessment – 50 mins** | **Higher** * Section 6 - Expressions
* Section 7 - Powers & Roots

**Foundation*** Section 7 - Percentages
* Section 8 - Algebraic Expressions

**Assessment****Topic tests – 50 mins****End of term Assessment – 50 mins** | **Higher** * Section 8 - Formulas
* Section 9 - Equations
* Section 11 - Quadratics Equations

**Foundation*** Section 9 - Equations, Identities & Inequalities
* Section 10 - Formulas & Functions
* Section 11 – Sequences

**Assessment****Topic tests – 50 mins****End of term Assessment – 50 mins** | **Higher** * Section 12 - Simultaneous Equations
* Section 13 - Inequalities

**Foundation*** Section 12 - Graphs & Equations
* Section 13 - Real-Life Graphs

**Assessment****Topic tests – 50 mins****End of term Assessment – 50 mins** | **Higher** * Section 14 - Sequences
* Section 15 - Straight Line Graphs

**Foundation*** Section 14 - Proportion
* Section 15 - Angles & 2D Shapes
* Section 16 - Units, Measuring & Estimating

**Assessment****Topic tests – 50 mins****End of term Assessment – 50 mins****End of Year Exams** |
| **Media****WJEC** | RepresentationGenreFilm advertising**Assessment: Photoshop - film poster**  | Media languageAudienceTV advertising**Assessment:****Premiere - TV advert** | AudienceIndustryMagazine**Assessment:****Photoshop - magazine cover** | Media formsNEA briefMagazine**Assessment:****Photoshop - magazine article** | Online mediaMarketingRegulationContexte-safety | Create a blogAnalytics**Assessment:****Online blog*****Blog awards*** |
| **Music****OCR** | Music theory 1(Sharp Scales: Keys: chords: Notation)Blues – listening and performing:Ensemble skills 1**Assessment****On-going theory and listening Topic tests** | Music theory 2(Flat scales: Harmony: Rhythm) Reggae – Listening and performing:Ensemble skills 2 and first assessment.Group Christmas compositionWhole school Carol concert**Assessment****On-going theory and listening topic tests**  | Rhythms of the World – African –Calypso – BhangraEnd of year Rhythms of the World exam.**Assessment****Topic tests on each****Ensemble practice sessions** | Rhythms of the World – Samba – Indian Classical –- Topic tests on each:**Assessment****Ensemble assessment 2****Solo Assessment 1** | Rhythms of the World – Greek – Palestinian – Israeli**Assessment****Topic tests on each:****Introducing Composition 1**  | Ensemble Live concertIntroducing composition **Assessment****End of year Rhythms of the World exam.** |
| **PE****Core PE** | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. | “Summer Sports”Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. | “Summer Sports”Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. |
| **PE****BTEC Sport****Edexcel** | Students follow a Sports Leadership Level 1 programme.**Assessment is based on the successful planning and delivery of a teaching/leading session and on the detailed completion of a self-assessment booklet** | Students follow a Sports Leadership Level 1 programme.**Assessment is based on the successful planning and delivery of a teaching/leading session and on the detailed completion of a self-assessment booklet** | Students follow a Sports Leadership Level 1 programme.**Assessment is based on the successful planning and delivery of a teaching/leading session and on the detailed completion of a self-assessment booklet** | Students begin their BTEC Sport course, starting with Unit 6 – Leading Sports Activities.**Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade.** | Students continue with their BTEC Sport course; Unit 6 – Leading Sports Activities.**Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade.** | Students continue with their BTEC Sport course; Unit 6 – Leading Sports Activities.**Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade.** |
| **Physics****AQA** | P1.1 Changes in Energy StoresP1.2 Conservation of EnergyP1.3 Energy and WorkP1.4 Gravitational Potential Energy StoresP1.5 Kinetic and Elastic Stores | P1.7 Energy DissipationP1.8 Energy and EfficiencyP1.9 Electrical AppliancesP1.10 Energy and Power**Assessment****P1.6 Formative assessment** **P1.11 Formative assessment** | P2.1 Energy TransferP2.2 Infrared radiation (Triple Only)P2.3 More About Infrared Radiation (Triple Only) | P2.4 Specific Heat CapacityP2.5 RPA1/14 – Specific Heat CapacityP2.6 RPA1/14 – Specific Heat P2.7 Heating and Insulating Buildings**Assessment****P2.8 End-of-Topic Test****Capacity Assessment** | P3.1 Revision Lesson for TripleP3.2 RPA 2 – Thermal Insulation (Different Materials)P3.2 RPA 2 – Thermal Insulation (Same Materials)P3.3 RPA 2 – **Assessment****Thermal Insulation** | P3.4 Energy DemandsP3.5 Energy from Wind and WaterP3.6 Power from the Sun and the EarthP3.7 Energy and the EnvironmentP3.8 Big Energy Issues**Assessment****P3.9 End-of-Topic Test** |
| **RE****AQA** | **Christianity Beliefs**Mid Unit Test and End of Unit Written **Assessment** | **Islamic Beliefs**Mid Unit Test and End of Unit Written **Assessment** | **Christian Practices**Mid Unit Test and End of Unit Written **Assessment** | **Islamic Practices**Mid Unit Test and End of Unit Written **Assessment** | **Religion and Families**Mid Unit Test and End of Unit Written **Assessment** | **Religion and Families**Mid Unit Test and End of Unit Written **Assessment** |
| **Spanish****Edexcel** | Module 1 – Desconectate (holidays, weather, preterite tense, present tense, what you do in summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using ‘usted’)**Assessment****Year 9 Baseline test,****start of term** | Module 1 – Desconectate (holidays, weather, preterite tense, present tense, what you do in summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using ‘usted’)**Assessment****End of Module 1 Assessment**  | Module 2 – Mi vida en el insti(school subjects, opinions, school facilities, school uniform and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.)  | Module 2 – Mi vida en el insti(school subjects, opinions, school facilities, school uniform and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.)**Assessment****End of Module 2 Assessment**  | Module 3 – Mi gente(socialising and family, present tense, describing people, social networks, para + infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.)  | Module 3 – Mi gente(socialising and family, present tense, describing people, social networks, para + infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.)**Assessment****End of Year 9 Mock exam (Mod1-3)** |