

Year 9 Curriculum Plan 2019-2020

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 interdependence B16.1 The importance of communities B16.2 Organisms in their environment B16.3 Distribution and abundance B16.4 Competition in animals B16.5 Competition in plants B16.6 Adapt and survive B16.7 Adaptation in animals B16.8 Adaptation in plants B17 Organisation of an ecosystem B17.1 Feeding relationships B17.2 Materials cycling B17.3 The carbon cycle B17.4 Rates of decomposition	B18 The effect of human interactions on ecosystems and biodiversity B18.1 The human population explosion B18.2 Land and water pollution B18.3 Air pollution B18.4 Deforestation and peat destruction B18.5 Global warming B18.6 The impact of change B18.7 Maintaining biodiversity B18.8 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)	B1 Cell Structure and Transport B1.1 The world of the microscope B1.2 Animal and plant cells B1.3 Eukaryotic and prokaryotic cells B1.4 Specialisation in animal cells B1.5 Specialisation in plant cells B1.6 Diffusion B1.7 Osmosis B1.8 Osmosis in plants B1.9 Active transport B1.10 Exchanging materials RPA – Looking at cells (Microscopy) RPA – Investigating plant tissue in sugar solution B2 Cell Division B2.1 Cell division B2.2 Growth and differentiation	B3 Organisation and the digestive system B3.1 Tissues and organs B3.2 The human digestive system B3.3 The chemistry of food B3.4 Catalysts and enzymes B3.5 Factors affecting enzyme action B3.6 How the digestive system works B3.7 Making digestion efficient RPA – Food tests RPA – The effect of pH on enzyme rate of reaction. End of term exam	B4 Organising animals and plants B4.1 The blood B4.2 The blood vessels B4.3 The heart B4.4 Helping the heart B4.5 Breathing and gas exchange B4.6 Tissues and organs in plants B4.7 Transport systems in plants B4.8 Evaporation and transpiration B4.9 Factors affecting transpiration Half term Assessment	Interpreting Data & Graph Skills Maths skills in Biology Required Practical Catch ups End of Year Assessment

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	RPA (Triple only) – Rates of Decomposition Half term Assessment	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	B2.3 Stem cells B2.4 Stem cell dilemmas Half term Assessment			
Business Edexcel	<p>Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship</p> <p>Assessment End of unit assessment on 1.1. This will be a mixture of multiple choice, 1, 2 and 3 mark questions (explain, identify, state,</p>	<p>Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</p> <p>Assessment End of unit assessment on 1.2. This will be a mixture of multiple choice, 3 (explain) and 6 mark questions (discuss).</p>	<p>Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.</p> <p>Assessment End of unit assessment on 1.3. This will be a mixture of multiple choice, 3 and 6 mark questions (Discuss and analyse).</p>	<p>Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.</p> <p>Assessment End of unit assessment on 1.4. This will be a mixture of multiple choice, 6 and 6 mark questions.</p>	<p>Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.</p> <p>Assessment End of unit assessment on 1.5. This will be a mixture of multiple choice, 9 (justify) and 12 mark questions (evaluate).</p>	<p>Theme 1 revision & key focus on exam technique.</p> <p>Assessment Year 9 mock exams – end of unit assessment. This will be some of a past exam paper.</p>

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	calculate and outline).					
Chemistry AQA	Introduction to Chemistry C1.3: 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	CS: Basic of inside a computer and the hardware components iMedia: Pre-production skills	CS: Python Programming iMedia: Pre-production skills	CS: Python Programming and Project iMedia: Multimedia	CS: Computational Thinking iMedia: Multimedia	CS: iMedia: Photoshop	CS: iMedia: Photoshop
Dance AQA	Introduction to Dance: Technical skills; ➤ Action ➤ Space ➤ Dynamics	Introduction to Dance: Choreographic Process; knowledge, understand and skills for choreography	Introduction to Dance: Safe working practice during performance and process.	Introduction to Dance: Continuation of Safe working practice during performance and process.	Introduction to Dance: Performance environments; ➤ Proscenium arch	Site-sensitive summer project. Students working in small groups choreographing,

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	<ul style="list-style-type: none"> ➤ Relationship ➤ Timing content ➤ Rhythmic content ➤ Movement in a stylistically accurate way. <p>Assessment: Group choreography and performance Written test consolidating technical skills.</p> <p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> ➤ Contemporary ➤ Ballet ➤ Street <p>Dance Appreciation of a professional dance work: Emancipation of Expressionism</p> <ul style="list-style-type: none"> ➤ Features of production ➤ Choreographic approaches, content and intent 	<ul style="list-style-type: none"> • Choreographic process • Structuring devices • Choreographic devices <p>Assessment: Solo or group choreography and performance Written test consolidating choreographic process</p> <p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> ➤ Contemporary ➤ Lyrical ➤ Ballet ➤ Street <p>Continuation of Dance Appreciation: Emancipation of Expressionism</p>	<p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> ➤ Contemporary ➤ Lyrical ➤ Contact ➤ Ballet ➤ Street <p>Dance Appreciation of a professional dance work: Shadows</p> <ul style="list-style-type: none"> ➤ Features of production ➤ Choreographic approaches, content and intent 	<p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> ➤ Contemporary ➤ Lyrical ➤ Contact ➤ Ballet ➤ Street <p>Assessment: Written test consolidating safe working practice. Continuation of Dance Appreciation: Shadows</p>	<ul style="list-style-type: none"> ➤ End stage ➤ In the round ➤ Site-sensitive ➤ Dance for camera <p>Technique dance classes focusing on;</p> <ul style="list-style-type: none"> ➤ Contemporary ➤ Lyrical ➤ Contact ➤ Ballet ➤ Street <p>Assessment: Written test consolidating performance environments Dance Appreciation of a professional dance work: A Linha Curva</p>	<p>performing, recording in non-theatre spaces. Assessment: Choreography and performance skills assessed based on the recording of the site sensitive project.</p> <p>Continuation of Dance Appreciation: A Linha Curva</p>
Design Technology	1 Wooden Train Project Theory – Topic test	2 Wooden Train Project/ Pewter Key Ring Project Theory – Topic test	3 Pewter Key Ring/ Textiles Baseball Cap Theory -Topic test	4 Textiles Baseball Cap Theory – Topic test	5 Sellotape Dispenser Theory – Topic test	6 Sellotape Dispenser Theory – Topic test
AQA	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment	Practical assessment
Digital Art	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	Introduction to Photography and Graphics Creating a book cover design influenced by contemporary book

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					covers, using own photographs.	covers, using own photographs.
Drama OCR	Development of Drama Devising - Guided Learning	Staging Styles Form, Style & Genres Devising mock	Playwrights Intentions Structure Key Moments in Practice	Context Directing Blood Brothers	Introduction to Stanislavski Performing Texts – Guided Learning Character Profiling	Performing Texts – Mock Written Exam Mock Section A Section B
Engineering EAL	1 Health and Safety Practical - Skills Theory – Exam questions. Practical assessment	2 Health and Safety Practical – Basket Bracket Theory – Topic Test Practical assessment	3 Materials and properties Practical – Bottle opener Theory -Topic test Practical assessment	4 Manufacturing Processes Practical - Aeroplane Theory – Topic test Practical assessment	5 Drawing theory Complete 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 Men Students 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 Tides Students 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 Honey Students 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 Prep Students will be taught Language Paper 2 – ‘Writers’ viewpoints and perspectives.’ Assessment: Students will complete a GCSE language paper two exam.

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<p>Food and Nutrition</p> <p>AQA</p>	<p>1 Nutrients and Nutritional needs and health.</p> <p>Assessment: Theory test based on exam questions.</p>	<p>2 Diet and Health with cooking methods.</p> <p>Assessment: Theory test based on exam questions.</p>	<p>3 Food science and Heat transfer in food.</p> <p>Practical assessment</p>	<p>4 Raising agents</p> <p>Group oral presentation</p>	<p>5 Micro-organisms</p> <p>Group oral presentation – How micro-organisms are used in food production.</p> <p>Theory test based on exam questions.</p>	<p>6 Revision</p> <p>Summer exam</p>
<p>French</p> <p>Edexcel</p>	<p>M1 Qui suis-je? (Who am I?) Family, friends and going out</p>	<p>M1 Qui suis-je? (Who am I?) Family, friends and going out</p> <p>End of module assessment L R W</p>	<p>M2 Le temps des loisirs (Leisure time) Sport, music, technology films and TV</p>	<p>M2 Le temps des loisirs (Leisure time) Sport, music, technology films and TV</p> <p>End of module assessment L R W</p>	<p>M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations) Daily life and special occasions</p>	<p>M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations) Daily life and special occasions</p> <p>EOY 9 exams L R W + speaking</p>
<p>Geography</p> <p>Edexcel</p>	<p>Topic 4 - The UK's Evolving Physical Landscape</p> <p>Coasts Assessment</p>	<p>Topic 4 - The UK's Evolving Physical Landscape</p> <p>Rivers Assessment</p>	<p>Topic 2 - Development Dynamics</p>	<p>Topic 2 - Development Dynamics</p> <p>Development Assessment</p>	<p>Topic 2 - India/Mumbai Case Study</p>	<p>Topic 6 - River Chess Fieldwork</p> <p>Fieldwork Paper 2 question</p>
<p>History</p> <p>Edexcel</p>	<p>Introduction to GCSE: Migration enquiry – what does it mean to be British?</p> <p>Summative assessment: baseline test.</p> <p>End of unit formative assessment: how far have stories of</p>	<p>American West – The early settlement of the West, c1835 – c1862 Explain the importance questions</p> <p>Formative assessment: explain the importance of ... (8 marks)</p> <p>Summative assessment: Write a narrative account analysing ...</p>	<p>American west - Development of the plains, c1862-1876</p> <p>Explain 2 consequence questions</p> <p>Formative assessment: explain 2 consequences of...(8 marks)</p> <p>Summative assessment: explain</p>	<p>American West - Conflict and Conquest, c1876 – c1895</p> <p>Explain the importance questions</p> <p>Formative assessment: explain the importance of the ... (8 marks)</p>	<p>Anglo Saxons and Normans Anglos Saxon England and the Norman Conquest, 1060 - 1066</p> <p>Summative assessment: describe 2 features of.... (4 marks)</p>	<p>Anglo Saxons and Normans William I in power: securing the kingdom, 1066 - 87</p> <p>Formative assessment: Explain why ... (12 marks)</p> <p>“The main reason for the ... (16 marks)</p>

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	migration to Britain been the same from the Middle Ages to the present?		two consequences of ... (8 marks)	Summative assessment: explain the importance of the Johnson County War (18920 in the west (8 marks) End of unit exam	Summative assessment: describe 2 features of... End of unit exam	
Hospitality and Catering AQA	1 Structure of the hospitality and catering industry High skill practical assessment. End of topic test.	2 Job titles and requirements Written presentation	3 Working in industry Oral presentation	4 Personal safety and responsibilities in the work place. End of topic test	End of topic test	6 Controlled assessment research Research 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 components iMedia: Pre-production skills	CS: Python Programming iMedia: Pre-production skills	CS: Python Programming and Project iMedia: Multimedia	CS: Computational Thinking iMedia: Multimedia	CS: iMedia: Photoshop	CS: iMedia: Photoshop
Maths AQA	Higher <ul style="list-style-type: none"> Section 1 - Arithmetic, Multiples & Factors Section 2 - Approximations Section 3 - Fractions Foundation	Higher <ul style="list-style-type: none"> Section 4 - Ratio & Proportion Section 5 - Percentages Section 10 - Direct & Inverse Proportion Foundation	Higher <ul style="list-style-type: none"> Section 6 - Expressions Section 7 - Powers & Roots Foundation <ul style="list-style-type: none"> Section 7 - Percentages 	Higher <ul style="list-style-type: none"> Section 8 - Formulas Section 9 - Equations Section 11 - Quadratics Equations Foundation <ul style="list-style-type: none"> Section 9 - Equations, 	Higher <ul style="list-style-type: none"> Section 12 - Simultaneous Equations Section 13 - Inequalities Foundation <ul style="list-style-type: none"> Section 12 - Graphs & Equations 	Higher <ul style="list-style-type: none"> Section 14 - Sequences Section 15 - Straight Line Graphs Foundation <ul style="list-style-type: none"> Section 14 - Proportion

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	<ul style="list-style-type: none"> Section 1 - Non-Calculator Arithmetic Section 2 - Approximations Section 3 - Powers & Roots <p>Assessment Topic tests – 50 mins End of term Assessment – 50 mins</p>	<ul style="list-style-type: none"> Section 4 - Multiples & Factors Section 5 - Fractions Section 6 - Ratios <p>Assessment Topic tests – 50 mins End of term Assessment – 50 mins</p>	<ul style="list-style-type: none"> Section 8 - Algebraic Expressions <p>Assessment Topic tests – 50 mins End of term Assessment – 50 mins</p>	<ul style="list-style-type: none"> Identities & Inequalities Section 10 - Formulas & Functions Section 11 – Sequences <p>Assessment Topic tests – 50 mins End of term Assessment – 50 mins</p>	<ul style="list-style-type: none"> Section 13 - Real-Life Graphs <p>Assessment Topic tests – 50 mins End of term Assessment – 50 mins</p>	<ul style="list-style-type: none"> Section 15 - Angles & 2D Shapes Section 16 - Units, Measuring & Estimating <p>Assessment Topic tests – 50 mins End of term Assessment – 50 mins</p> <p>End of Year Exams</p>
Media WJEC	Representation Genre Film advertising Assessment: Photoshop - film poster	Media language Audience TV advertising Assessment: Premiere - TV advert	Audience Industry Magazine Assessment: Photoshop - magazine cover	Media forms NEA brief Magazine Assessment: Photoshop - magazine article	Online media Marketing Regulation Context e-safety	Create a blog Analytics 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 composition Whole school Carol concert Assessment On-going theory and listening topic tests	Rhythms of the World – African –Calypso – Bhangra End 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 concert Introducing composition Assessment End of year Rhythms of the World exam.
PE Core PE	“Winter Sports” Any sport/activity from hockey, football, rugby, basketball, netball,	“Winter Sports” Any sport/activity from hockey, football, rugby, basketball, netball,	“Winter Sports” Any sport/activity from hockey, football, rugby, basketball, netball,	“Winter Sports” Any sport/activity from hockey, football, rugby, basketball, netball,	“Summer Sports” Any sport/activity from cricket, athletics, rounders and tennis.	“Summer Sports” Any sport/activity from cricket, athletics, rounders and tennis.

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	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.	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.	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.	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.	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.	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 Stores P1.2 Conservation of Energy P1.3 Energy and Work P1.4 Gravitational Potential Energy Stores P1.5 Kinetic and Elastic Stores	P1.7 Energy Dissipation P1.8 Energy and Efficiency P1.9 Electrical Appliances P1.10 Energy and Power Assessment	P2.1 Energy Transfer P2.2 Infrared radiation (Triple Only) P2.3 More About Infrared Radiation (Triple Only)	P2.4 Specific Heat Capacity P2.5 RPA1/14 – Specific Heat Capacity P2.6 RPA1/14 – Specific Heat P2.7 Heating and Insulating Buildings Assessment	P3.1 Revision Lesson for Triple P3.2 RPA 2 – Thermal Insulation (Different Materials) P3.2 RPA 2 – Thermal Insulation (Same Materials) P3.3 RPA 2 –	P3.4 Energy Demands P3.5 Energy from Wind and Water P3.6 Power from the Sun and the Earth P3.7 Energy and the Environment P3.8 Big Energy Issues Assessment

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		P1.6 Formative assessment P1.11 Formative assessment		P2.8 End-of-Topic Test Capacity Assessment	Thermal Insulation	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)