

Biology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	What is a Cell and how are they different?	What is a microscope and how can they be used	What is a stem cell? How can it be used?	How are cells organised? How do we digest food?	What is the role and function of the circulatory, respiratory system? How are cells organised in a plant?	What is Photosynthesis and can famers maximise growth of crop? Compare the 2 types of Respiration.
Knowledge (incl. links to prior and future learning)	Students will then learn about various cells and be able to explain how each is unique and why. Following this they will then learn about the various forms of particle transport.	Students will initially develop their understanding of the microscope and how technology has enabled us to see and whole new world.	Students will learn the use, applications and ethical concerns of stem cells. Students will then learn the key stages of mitosis.	Students will learn how tissues and organs link together to help the human body function as it does. They will look at the digestive system in particular detail and the chemistry of food.	Students will learn about the blood, heart, breathing and gas exchange in the body and how these components help us to function. Students will learn that plants require good organisation too and we look at this in detail including transport systems in plants, evaporation and the process of moving water through the plant known as transpiration.	Students will develop their knowledge of two key biochemical processes, explaining word equations and how these processes can be manipulated to ensure maximum output or not.
Skills (incl. links to prior and future learning)	Drawing of a cell. How cells group How items move in the body.	Operation of the Microscope Microscope Calculations	History and past of stem cells and how the science has evolved with changing laws.	Using a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems,	Evaluating risks both in practical science and the wider societal context, including perception of risk in relation to	Photosynthesis RP- ability to collect data, make observation and spot patterns.

				make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts.	data and consequences. Presenting observations and other data using appropriate methods.	
Assessment Focus	B1 Cells	B1 Cells	B1 and B2 Cell Test	B3 Test	B4 Test	B8 Test
Cross-curricular links		Tech- Microscope and Technology	RS- Moral, social ethical issues of stem cell research.	Food and Nutrition - How The Digestive System Works	PE- Heart and Lungs in exercise	PE- Respiration Geography- use of land etc.
Reading Opportunities	Develop the written report with scientific writing.	History of the microscope	Reading to decipher controversial opinions	The Human Body.	The Human Body	Plants- how to grow.
Careers (enrichment opportunities and futures)	Lab Research	Lab Research worker.	Embryologist. Fertility Clinician.	Dietician Nutritionist	Cardiologist Physical Trainer Exercise Physiologist	Farmers Commercial Plant Growers

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Chemistry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	What is an atom? How do we separate mixtures?	What is the periodic tab developed?	le and how was it	How do elements bond to form different compounds?		What is an endothermic and exothermic reactions?
Knowledge (incl. links to prior and future learning)	Students will be introduced to the current model of the atom and then learn about how Scientists have used various experiments to develop this. • Students will then learn and apply various separation techniques to split mixtures and be able to correctly	Students will learn abou development of the peri Students will then delve patterns in reactivity.	t the history and odic table. into each group and explain	Students will learn abo of bonding in Chemistr covalent and metallic. They will do experimer different types of gase	out the different types ry - namely ionic, nts around testing for s before	Students learn about reactions that give off heat (exothermic) and take in heat (endothermic) through lots of practical work. They will complete reaction profiles for these situations.
Skills (incl. links to prior and future learning)	-Isotope Calculations -Practicals involving - Separation Techniques - Basic atom covered in Years 7 and 8 but no subatomic particles. Separation techniques used in Years 7 and 8.	 Spot patterns ar Analyse Graphs Manage Risk and Demonstrations Periodic table in 	nd Trends d Hazard with Practical and troduced in Years 7 and 8.	-Visualising and repres forms including two di representations of 3D - Recognising, drawing diagrams. -Translating from data with a model. Compounds are learnt a	senting 2D and 3D mensional objects. and interpreting to a representation bout in Yr 7 and 8.	Making predictions or calculating quantities based on the model or show its limitations. • Giving examples of ways in which, a model can be tested by observation

Curriculum	Map –	Year 9
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Curricu	Curriculum Map – Year 9								
				or experiment.					
Assessment Focus	C1 Atoms	C1 and 2 Atoms and Periodic Table	C3 Bonding Test	C7 Energy Change Test					
Cross-curricular links	Separation techniques in Food Technology.	Metals and uses of Technology in Technology and Product Design.	Metals and uses of Technology in Technology and Product Design.	Energy changes in Food Technology					
Reading Opportunities	Atom- The Building block of everything	The Little Book of Elements	The Alkali Metals	Bill Bryson- Short History of Everything					
Careers (enrichment opportunities and futures)	Forensic Science- Chromatography Chef- Separation techniques	Material Scientist	Material Scientists	Research Scientist					

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Prose: 'Boys Don't Cry' by Malorie Blackman Students should develop the skills of analysing characters, themes and events. (Incorporate a writing task into this unit with the focus on Language Paper 1 Section B.)	English Language Paper One Students will be taught Language Paper 1 which focuses on: Explorations in Creative Reading and Writing'	Romeo & Juliet by William Shakespeare The students will read and analyse selected extracts from the play: - Romeo and Juliet.	Spoken Language It is a requirement from AQA that the students present a speech which will be assessed by their English teacher. They will be awarded either with a: Pass, Merit of distinction based on given criteria.	Drama text: 'A Raisin in the Sun' by Lorraine Hansberry Students should read and analyse the play – A Raisin in the Sun They should analyse language, characters, themes, form, structure and show an understanding of different relationships	Poetry - Moon on the Tides Students should read and analyse poems. They should develop their skills of analysing language, structure, themes and form.



					and themes within the play.	
Knowledge (incl. links to prior and future learning)	The students would have read other novels in year 7 and 8 and would have done similar tasks. They will continue in year 10 and 11 to study other novels.	They would have been taught some of the skills listed below that they will focus on in this unit and they will continue to build on them in preparation for their GCSEs in the future.	They should develop an understanding of the significance of context and analyse language, structure and form. (A writing task will be incorporated into this unit with the focus on the GCSE Literature Paper One)	The students have been taught since year 7 how to write to persuade, argue and inform.	The students would have read other plays in year 7 and 8 and would have done similar tasks. They will continue in year 10 and 11 to study other Drama texts.	They would have had previous knowledge of how to read and analyse poems so they will build on that knowledge.
	The students will analyse key quotations/language and make reference to context, form and structure. They will also be structuring detailed paragraphs.	They will learn how to retrieve relevant information from a text, analyse how a writer uses language features to (for example) describe a person. They will also understand structural features and how they are used effectively to convey certain ideas/messages by a writier. They will learn how to describe a picture and how to write a narrative.	The students will analyse key quotations/language and make reference to context, form and structure. They will also be structuring detailed paragraphs.	They have written speeches previously so they know how to: organise their ideas into paragraphs and also use the features of DAFOREST in the relevant writing styles.	The students will analyse key quotations/language, characters and themes and make reference to context, form and structure. They will also be constructing detailed paragraphs.	The students have already leant and will continue to learn more extensively how to analyse language and methods used in the poems. They will also be taught how to incorporate alternative interpretations of quotations.
Assessment Focus	The students are required to write an analytical essay based on the presentation of either a theme or	The students will do an English Language Paper One under strict exam conditions.	The students will write an analytical essay based on the presentation of a theme/emotion/	Students will deliver their speech. They will be awarded either a Pass, Merit or Distinction based on the GCSE criteria	The students will write an essay on a character or theme in the play.	The students will have to write a comparative essay on how a particular theme is presented in two poems.



	character in the		attitude/character in		The assessment will be	
	novel.		the play.		similar to Literature	
					Paper 2, Section A	
Cross-curricular links	They might have to study this or other novels in other subjects such a Drama. They may also have relevant discussions (in for example their History, Science and PSCHE lessons) about some of the context and content in this story.	They should be able to use all the skills that they have learnt from studying this unit in other subjects.	They will transfer the skills learnt in English to other subjects. They might also study this text in Drama.	They might be asked to present speeches in other subjects.	They might have do extracts for this text in Drama. In other subjects such as PSCHE, they could write about/discuss some of the issues that are presented in the novel.	The students will employ the skills that have learnt in writing analytical essays in English in other subjects across the curriculum.
Reading Opportunities	They will be encouraged to read other texts in preparation for their GCSESs but also to develop a love of reading.	They will be encouraged to read other texts in preparation for their GCSESs but also to develop a love for reading.	Reading the extracts from Romeo and Juliet should prepare them for the reading of other Shakespeare texts that they will be studying. It may also encourage some (if not all) of the students to select another Shakespeare's play and read it. They could also be encouraged to read other books/plays.			They will be encouraged to read other poems and hopefully develop a love for poetry as they will be studying at least fifteen poems in preparation for their GCSE Literature Paper Two exam.
Careers (enrichment opportunities and futures)	They may be inspired to be a writer.	They could be encouraged to study English in further education and become a lecturer or even a teacher in the future.	This might inspire the students to pursue a career in acting.	Thy might be encouraged to do a course in Public Speaking so they may go to schools and other institutions to		They write become a poet in the future.



		deliver speeches on issues that they may specialise in.	

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Biomes, What, where, why, Case Study Tropical Rain Forest Definition of 'ecosystem' and named examples Definition of 'biome' Where the World's main biomes are located. The climate of the tropical rainforest biome. (temperature and rainfall) How high rainfall has led to a unique structure in the Tropical Rainforest How the Lion Tailed Macaque has adapted to thrive in the tropical rainforest. The evidence for global warming The Human causes of global warming (CO2) The impacts of global warming How temperature and precipitation are measured How geographical information on weather is presented on a climate graph Where tropical cyclones form The impacts of tropical cyclones.	Middle East Geography of the Middle East, population, oil, water, Dubai Tourism, Yemen & Gaza wars Pupils will explore the human and physical features and challenges of life in the Middle East. Physically, pupils will develop an understanding of the climate, relief and biomes of the area and some of the challenges that exist as a result. From a human geography point of view, pupils will learn about wealth inequalities, the crisis in Yemen, sustainability and the challenges of developing a new source of wealth in Abu Dhabi after oil	Movement of People, International migration causes, processes, barriers Predicting future patterns Students will gain an understanding of global population trends in growth, density and distribution and how this may change over time. They will learn about population structures and how countries attempt to manage the opportunities and challenges of an aging population and migration. They will also explore the causes and impacts of our increasingly urbanised world as most of us now live in urban areas.	Rivers or Glaciation Pupils will need to know the 3 courses of a river and the different characteristics that exist in each. They will learn the different fluvial processes and use these to explain the formation of river landforms, including meanders, waterfalls and levees. Pupils will also investigate flooding, including the causes and impacts.	Coasts & Rivers: Pupils will need to know the characteristics of the different types of waves, and the impact these can have on the coast. This knowledge will allow them to explain the coastal processes such as characteristics and formation of headlands, bays, cliffs, wave-cut platforms, beaches, sand dunes, spits and bars. Pupils will then look at hard and soft engineering and managed retreat to combat coastal erosion. They will need to know the Dorset coast-line as a case study for coastal features and Norfolk as a case- study for managed retreat.	Fieldwork Pupils will study the effects that erosion, transportation and deposition have on a river. This will enable to explain some landforms that form there. Through this knowledge, pupils will be able to plan and complete fieldwork. Pupils will also plan engage in a range of fieldwork projects around the school grounds and around the local area to develop their teamwork and their observation skills.
Knowledge (incl. links to prior and future learning)	Ecosystem, biotic / abiotic characteristics, biosphere, organism, food chain / webs, biome, tundra, coniferous & deciduous woodland, deserts, tropical rainforests, adaptations, causes of deforestation	This unit will build on the human and physical geography that pupils have learnt in the last two years. It will build on their understanding of the fragility of the planet as well as help them to engage with issues that are currently topical and frequently in the news. It will also boost their understanding of different cultures and customs from an area many pupils will not be familiar with.	Population distribution, density, growth, global population, population pyramids, birth & death rates, underpopulation, overpopulation, migration, migrants / immigrants, push & pull factors	This unit introduces pupils to the different features of a river and teaches them how the structure of a river changes across the different courses. This knowledge is important for pupils as rivers have been important in the development of major cities, including London They will also be introduced to the concepts of erosion, transportation and deposition that will be	This unit will build on pupils KS3 knowledge of erosion, deposition and transportation in Y7 South America & Y8 Japan We complete this unit at this point as the concept of weathering builds on their knowledge of weather hazards and their study of living world gives them an understanding of the vulnerability of physical landforms.	This will prepare pupils for conducting fieldwork in the future and boost their ability to work with numerical and graphical data. Pupils will build on their previous knowledge of fluvial processes, studied earlier in year 9, to explain how the landscape can change over time.



				important for explaining physical processes. This knowledge of rivers and flooding will encourage pupils to make links to their work on weather in year 7.		
Skills (incl. links to prior and future learning)	Build on their knowledge of globes, maps and atlases • Analyse and draw conclusions from geographical data • Interpret climate graphs • Use ICT to research different adaptations. Climate graph analysis and interpretation • Figure / graph interpretation	Pupils will develop their ability to use data, photographs and maps to reach conclusions. Pupils will develop their ability to consider benefits and costs of decisions in the Middle East and evaluate their success.	Interpretation of data of UK and world maps, recognition of features on a 1:25,000 OS map, using weather & climate data to formulate a climate graph, applying data / information to design choropleth maps, interpreting population pyramids, use of media sources to assess impacts on ecosystems, population growth and urbanisation, use Geographical Information Systems (GIS) to view, analyse and interpret places and data.	Pupils will develop skills in plotting long profiles of a river, field sketches and using diagrams to accurately explain geographical processes. Pupils will have developed their ability to describe the processes that are taking place and to be able to explain what is causing them using key geographical terminology.	Pupils should be able to answer questions on this topic using maps, figures, articles, photographs, choropleth maps and apply this to their own knowledge. Pupils will develop their ability to compare, describe, calculate, explain, assess, reach a judgement and justify.	Pupils will develop an understanding of how fieldwork is planned, conducted, presented and evaluated. This will develop skills using graphs, data and sampling.
Assessment Focus	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answer, multiple choice, longer written answers and interpretation and use of given figures and data.	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answer, multiple choice, longer written answers and interpretation and use of given figures and data.	Research project creating data banks of the students in Year 9 with the aim of creating a migration flow map of the school community for display in school and on the school website.	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answer, multiple choice, longer written answers and interpretation and use of given figures and data.	An exam-style paper, consisting of a mixture of questions ranging in marks from 1 to 8. These will include short answer, multiple choice, longer written answers and interpretation and use of given figures and data.	Each piece of fieldwork will be assessed via a fieldwork report.
Cross-curricular links	Science	English, British values, Maths, Business	Links to Maths and Science & ICT	Science	Science	Maths, Art, Interviewing skills, teamwork, planning PSHE
Reading Opportunities	Progress in Geog pp262-280	Progress in Geog pp 142-160	Progress in Geog pp 162-180	Progress in Geog pp 22-40	Progress in Geog pp 102-120	
Careers (enrichment opportunities and futures)						Geography Field-trip to Northern Ireland



History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	How did WW1 start? What was trench warfare? Why did the Battle of the Somme fail to achieve a break through and so shorten the war? How did it end?	Life in the Twenties and Th How did WW2 start? How did it differ from WW1? Why was it a people's war? What were the key events?	Why was WW2 a people's war? Why did civilians find themselves in the front line in WW2? How did WW2 end?	Why did the Cold War start? What was the Cold War?	What were the key events of the Cold War? Why did America go to war in Vietnam? How did the Cold war end?	How did Britain change after WW2? The Windrush generation. The "Swinging Sixties." Britain in the 1970s From Thatcher to Blair.
Knowledge (incl. links to prior and future learning)	Warfare through the ages – 1066 and Medieval times in comparison with the English Civil War and then trench warfare.	Total warfare – war on land, at sea and in the air.	Total warfare – life on the Home Front: the Blitz, evacuation and rationing.	Hiroshima and Nagasaki.	The spread of communism.	Post war decline.
Skills (incl. links to prior and future learning)	Cause and consequence.	Change and continuity.	Change and continuity.	Cause and consequence.	Cause and consequence.	Change and continuity.
Assessment Focus	Does General Haig deserve the title: "Butcher of the Somme?"	Was the Treaty of Versailles "an Armistice for twenty years?" Marshall Foch, 1919	Was the atomic bombing of Nagasaki and Hiroshima justified?	Why was the Korean War a forgotten war?	Why did America leave Vietnam?	What were the "Winds of Change?"



Cross-curricular	English - war	Geography - the	Religion and ethics –	Geography – the	Religion and ethics	Politics – the
links	poetry.	changing map of Europe.	a "just war?"	changing world map.	– a "just war?"	Common wealth.
Reading Opportunities	War Horse Private Peaceful	As I walked out one Midsummer Day	The Snow Goose: a story of Dunkirk			

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key	Sot 1-2	Sot 1-2	Sot 1-2	Sot 1_2	Sot 1-2	Sot 1_2
Overview and Key	<u>Set 1-5</u> Arithmatia multiplac	<u>Set 1-5</u>	<u>Set 1-5</u>	Set 1-5	<u>Set 1-5</u>	<u>Set 1-5</u>
Questions	Anumetic, multiples	Approximations			Expressions	
	and factors	Percentages	Transformations	Direct & Inverse	Inequalities	Averages and ranges
	Sequences	Perimeter & Area		proportion	Probability	Displaying data
	Straight line graphs		<u>Set 4</u>	Angles & 2D shapes	<u>Set 4</u>	<u>Set 4</u>
		<u>Set 4</u>	Percentages		Graphs and equations	Proportion
	Set 4	Multiples and factors	Algebraic expressions	<u>Set 4</u>	Real life graphs	Angles& 2D shapes
	Non calculator	Fractions		Equations, identities		Units, measuring and
	arithmetic	Ratios		& inequalities		estimating
	Approximations			Formulas and		
	Powers and roots			functions		
				Soquences		
				Sequences		
Knowledge	Set 1-3	Set 1-3	Set 1-3	Set 1-3	Set 1-3	Set 1-3
	Calculations	Approximation	Equivalent Fractions	Ratios	Simplifying	Using different types
Link to prior	Multiples and	Rounding	Mixed numbers	Using ratios	expressions	of data
learning: See KS3	Factors	Lipper and lower bounds	Ordering fractions	Dividing in a given	Expanding brackets	Data collection
National	Primo Numbors and	Dercentages Fractions and	Eractions and	ratio	Expanding brackets	Sampling and bias
		Percentages, Flactions and		Dreportion	Algobraic frontions	Sampling and Danges
Curriculum for	Prime factors	Decimais	Decimais	Proportion	Algebraic fractions	Averages and Ranges
Mathematics	LCM & HCF	Compound percentage	Four operations	Direct proportion	Solving inequalities	Averages for Grouped
	Term to term rules	change	Reflections	Inverse proportion	Quadratic inequalities	data
Future learning	Using and finding the	Percentages	Rotations	Angle facts	Graphing inequalities	Tables and charts
See Year 10	nth term	Triangles and quadrilaterals	Translations	Parallel lines	Calculating	Stem and leaf
Curriculum plan	Straight line graphs	Circles and sectors	Enlargements	Triangles	probabilities	Frequency polygons



	Gradients		Combinations of	Quadrilaterals	Listing outcomes	Histograms	
	Parallel and	<u>Set 4</u>	transformations	Polygons	Probability from	Cumulative Frequency	
	perpendicular lies	Finding Multiples and		Symmetry	experiments	diagrams	
	Line Segments	Factors	<u>Set 4</u>			Time Series	
		Prime numbers	Percentages	<u>Set 4</u>	<u>Set 4</u>	Scatter Graphs	
	<u>Set 4</u>	LCM & HCF	Percentages, Fractions	Solving and forming	Coordinates		
	Orders of Operations	Mixed Numbers	and Decimals	equations	Horizontal and	<u>Set 4</u>	
	Negative Numbers	Equivalent Fractions	Percentage Increase	Identities	Vertical Graphs	Direct Proportion	
	Whole Number	Ordering Fractions	and Decrease	Simultaneous	Gradients	Inverse Proportion	
	arithmetic	Four operatons	Compound Growth	Equations	Equation of a straight	Basic angle properties	
	Decimals	Fractions and Decimals	and Decay	Solving Quadratic	line graph	Parallel and	
	Four operations	Ratios	Simplifying	Equations	Quadratic Graphs	intersecting lines	
	Rounding – whole	Using Ratios	expressions	Formulas	Interpreting real life	Triangles	
	numbers, decimal	Dividing in a given ratio	Expanding Brackets	Functions	graphs	Quadrilaterals	
	places and significant		Factorising	Term to term rule	Drawing real life	Interior and Exterior	
	figures			Position to term rule	graphs	angles	
	Estimating answers			Finding a position to		Symmetry	
	Rounding Errors			term rule		Reading scales	
	Squares, Cubes and					Converting units –	
	Roots					Length, Mass and	
	Indices					Volume	
	Laws of Indices					Metric and Imperial	
	Standard form					units	
						Estimating in real life.	
Skills (incl. links to	Pupils will increase the	ir resilience during the course	by learning new concepts	s, using prior knowledge t	o develop mathematical	fluency and applying	
prior and future	skills to various situation	ons and problems. Pupils will b	e challenged in all lessons	s and show they have lea	rned from mistakes throu	igh multiple tasks,	
learning)	including connecting e	xercises. The challenge activitie	es will have the aim of de	veloping both skills and h	igh aspirations in both th	is subject and life	
	beyond. Resilience will	l also be developed within the	Key maths skills below (fl	uency, reasoning and pro	blem-solving). Pupils will	have the opportunity	
	to work together to bu	iild and share their ideas on top	pics, discuss misconceptic	ons and how these topics	can be used in real-life si	tuations. Each topic in	
	Maths contains many s	Maths contains many sub-topics and skills. As we go up in the year groups, these topics become more in-depth, build on prior knowledge from KS2 and					
	prepare students for K	prepare students for KS4. Therefore, topics repeat from year to year for consolidation and fluency. Students regularly review their learning with					
	knowledge recall starte	ers, interleaving homework tas	ks and self-assessment of	f classwork with discussic	ons on misconceptions.		
Assessment Focus			<u>See Know</u>	ledge.			



Cross-curricular	Science - Measures and volume as used in science
links	Design Technology – Use of shapes for different designs, angles in designs, 3D models vs 2D designs
	Art – Understanding of fractions and proportions within artwork
	History – Ratio and proportion in terms of geographical data or comparing from the past and present
	Science – Supporting finding missing information within investigations
Reading	Collins KS3 Revision - KS3 Maths Higher Level All-in-One Complete Revision and Practice: Ideal for Years 7, 8 and 9 (Collins KS3 Revision)
Opportunities	
Careers	All nunils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future
(annich mant	an pupils should be humerate and able to use mathematics at both work and in every day me beyond school. Mathematics is randamental to ratare
(enrichment	success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as havigate
opportunities and	through their chosen career with a well-equipped vocabulary.
futures)	<u>Opportunities</u>
	Timetable rockstar competition, UKMT Challenge & Career themed lessons

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Jamaican Music, History and Culture: Mento to Reggae	Jamaican Music, History and Culture: Mento to Reggae	Performing a 4 Chord Song	Performing a 4 Chord Song	Electronic Dance Music (EDM)	EDM/Film Music
Knowledge (incl. links to prior and future learning)	History and Culture: Mento –Reggae - Ska Reggae off beat rhythms Keyboard melody/chords Riffs – playing techniques	History and Culture: Mento –Reggae - Ska Reggae off beat rhythms Keyboard melody/chords Riffs – playing techniques	Understanding major scales and how to work out major and minor chords Working out chord progressions Structure of Pop Songs	Understanding major scales and how to work out major and minor chords Working out chord progressions Structure of Pop Songs	History of Electronic Dance Music (EDM) Scales and chords Instrumentation/synthezisers/fx EDM structure	Music for the moving image Explore tonality- major/minor/atonal Scales and chords Explore diegetic and non- diegetic music (underscoring)
Skills (incl. links to prior and future learning)	Keyboard Skills (performing bass note and chords- hands together, harmonica intro and trumpet riff)	Keyboard, bass guitar, drum kit and vocal skills.	Further develop performance skills- keyboard, bass guitar, drum kit, vocals (+ students own instruments if applicable)	Further develop performance skills- keyboard, bass guitar, drum kit, vocals (+ students own instruments if applicable)	Developing composition skills including looping, melodic and bass riffs	Development of melodies, ostinato patterns, motifs/leitmotifs, mickey- mousing
Assessment Focus	Keyboard Skills in pairs or individually (A Message To You Rudy)	Ensemble Performance (A Message To You Rudy)	Ensemble Performance of a well-known 4 chord song	Ensemble Performance of a well-known 4 chord song	Creation of a dance track using a DAW	Creation of a dance track/film music using a DAW



Cross-curricular links	Geography, History, literacy and numeracy	Geography, History, literacy and numeracy	Literacy and numeracy	Literacy and numeracy	ICT and numeracy	ICT, Media and numeracy
Reading Opportunities	History of Music from Jamaica	History of Music from Jamaica	History and development of Pop Music	History and development of Pop Music	History of EDM and development of music technology	History of EDM/Film music and development of music technology
Careers (enrichment opportunities and futures)	Keyboard skills: for the developing performer/composer	Session Musician: developing skills to perform music in particular styles	Covers Band Performer	Covers Band Performer	Composing using DAW	Composing using DAW

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Winter Sports". Any 2 sports/activities from hockey, football, rugby, basketball, netball, gymnastics, or orienteering. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports". Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.	"Summer Sports" Any 2 activities from cricket, athletics and rounders as well as any winter sport they have yet to cover. As well as an alternative international sport every other week e.g. handball, baseball, ultimate frisbee or dodgeball.
Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles	Sports rules, tactics and technique. Benefits of healthy, active lifestyles				



Skills (incl. links to prior and future learning)	Head, heart and hands (HHH). Greater emphasis on hands.					
Assessment Focus	Head, heart and hands.					
Cross-curricular links	Theoretical links to biology eg – muscles					
Reading Opportunities						
Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams					

Technology	Rotation 1	Rotation 2	Rotation 3
Overview and Key Questions	Food	BBQ Spatula project In this rotation students will make a BBQ Spatula out of aluminium and mild steel.	Board game project In this rotation students will make a board game out of card using CAD/CAM and a client as inspiration.
Knowledge (incl. links to prior and future learning)		In this rotation students learn about technical drawing techniques, health and safety, and metal working techniques.	In this rotation students learn about how to use inspiration in your designs, how to use CAD software, and how to use CAM hardware.
Skills (incl. links to prior and future learning)		Learn how to use a: • Scribe • Centre punch • Hammer • Engineers blue	Learn how to use a: • 2D Design software • A laser cutter • Colouring pencils • Craft knife



		 A screw driver, spanner and nuts and bolts File Pillar drill Abrasive paper 	 Cutting mat Safety ruler
Assessment Focus	Q	Quality of finish and accuracy when using metal.	Quality of finish and accuracy when using card.
Cross-curricular links	M	1aths – measuring with a ruler.	Business – CAD/CAM and scales of production. Maths – measuring with a ruler.
Reading Opportunities	Τe	echnologystudent.com	
Careers (enrichment opportunities and futures)	Le	earning valuable metal working skills.	Learning about CAD/CAM careers in industry.