



Reporting Y9		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
		CfCs			BfL & LAL			BfL & LAL			BfL & LAL			
English	Literary Heritage Texts - Of Mice and Men / Dickens Students learn how to make effective notes, examine characters and settings, and develop their analytical skills, exploring how the author uses linguistic and structural features to create meaning. This culminates in a formal assessment which mirrors the GCSE Literature question format. Students also write descriptively using the novel as inspiration. Students are taught how to plan their work to give it an effective structure (AO5) and experiment with a wide range of linguistic features. The focus is on technical accuracy (AO6)		Unseen Poetry / Power & Conflict 1 Teach methodology / skills to tackle a wide range of poetry texts. Revise forms and terminology. Cover four P&C war poems: Exposure, Bayonet Charge, Charge of the Light Brigade, War Photographer		Victorian Writers - Sherlock Holmes stories by Conan-Doyle Study of short stories - preparation for Language and Literature Paper 1. Vocabulary work and creative writing in the style of the author.		Bridging Unit to GCSE Students read a range of short extracts (fiction and non-fiction) and practise reading and writing skills in preparation for GCSE courses.		Macbeth Study of the play. Range of analytical work culminating in a GCSE Lit style extract response. Cover AO1, AO2, AO3 context. Creative writing - linked to GCSE Q5		Unseen Poetry / Power & Conflict 2 Read a wide range of unseen poetry. Recap methodology to tackle. Cover 6 P&C poems: Ozymandias, London, Storm on the Island, The Prelude, My Last Duchess, Checkin' out me history.			
Maths	1: Indices and standard form: Indices, Calculations and estimates, More Indices, standard form.	2: Expressions and formulae: Solving Equations, Substituting into expressions, Writing and using formulae, Using and rearranging formulae, Index laws and brackets, Expanding double brackets.	3: Dealing with data: Planning a survey, Collecting data, Calculating averages, Displaying and analysing data, Presenting and comparing data.	3: Dealing with data continued...	4: Multiplicative reasoning: Enlargement, Negative and fractional scale factors, Percentage change, Compound measures, Direct and Inverse proportion.	5: Constructions: Using scales, Basic constructions, Constructing triangles, Using accurate scale diagrams.	6: Sequences, Inequalities, equations and proportion: nth term of arithmetic sequences, Non-linear sequences, Inequalities, Solving equations, Proportion.	7: Circles, Pythagoras and Prisms: Circumference of a circle, Area of a circle, Pythagoras' Theorem, Prisms and Cylinders, Errors and bounds.	8: Graphs: Using $y=mx+c$, More straight-line graphs, Simultaneous equations, Graphs of quadratic functions, More non-linear graphs	9: Probability: Mutually exclusive events, Experimental and theoretical probability, Sample space diagrams, Two-way tables, Venn diagrams.	10: Comparing shapes: Congruent and similar shapes, Ratios in triangles, The tangent ratio, The sine ratio, The cosine ratio, Using trigonometry to find angles.	KS3 EOY Exams		
Science	B5+B6, P3 : Students learn about health and disease to include physical and mental health and how they interact. They study certain communicable diseases which may be bacterial, viral, fungi or protist and how these are spread. Then they learn about human defence responses and the immune system. Next they learn about preventing and treating disease, including how vaccines work, the difference between painkillers and antibiotics and how new drugs are discovered and developed.(Global link: Health and wellbeing) In physics they study the energy resources topic which begins with our energy demands then looks at renewable energy resources, how they work and the impact they can have on the environment. (Curriculum and global link: Climate change). Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. Assessment : B5,B6,P3 Tests and feedback				C1+C2,B7: Students study a topic on atomic structure; which includes electronic structures, ions and isotopes as well as the history of the atom. They learn to write chemical equations to represent reactions, including state symbols and how to balance symbol equations. They also learn about methods to separate mixtures including distillation and chromatography. Next they study the Periodic Table and how it was developed. Specifically about the elements in Group1, Group 7 and Group 0 and how to explain trends in their properties. In Biology they learn about non-communicable diseases such as cancer and heart disease, and the risk factors for such diseases including smoking, drugs and alcohol, diet and lack of exercise.(Global link: Health and wellbeing, curriculum link: Sports Studies, PD).Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. Assessment : C1,C2,B7 Tests and feedback				P11+P12,C11: Students study a topic on waves and their properties. They learn about transverse and longitudinal waves and how to study waves to find their wavelength, frequency and speed. They investigate the behaviour of both light waves and sound waves before exploring the electromagnetic spectrum. They learn about the properties and uses of radiowaves, microwaves, infrared radiation, ultraviolet, gamma and Xrays. (Global link: health and wellbeing). In chemistry they study a topic on the Earth's atmosphere. They learn about the history of our atmosphere and how it changed over time. They also learn about greenhouse gases and global climate change as well as learning about other atmospheric pollutants and their effects on both the environment and health. (Global link: Climate change).Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. Assessment : P11,P12,C11 Tests and feedback				B15: Students study a topic on Ecology which allows for outside sampling and will be assessed	

Curriculum Enrichment Week

Computing	Digital citizenship - focus on more mature content as well as cover the laws governing online use - Computer Misuse Act, GDPR, Copyright and Patents Act	Digital Citizenship Assessment	Data representation: review of hexadecimal and binary; use of compression - lossy and lossless; use of encryption in computing and the role of hexadecimal and binary in this	Data Representation Assessment and DIT	Programming: Algorithms: Debugging both flowchart and pseudocode to identify and correct problems. Identifying tasks based on pseudocode - reconstruct scenarios based on flowcharts with sub-routines.	Algorithm Assessment and DIT in preparation for programming	Programming: using decomposition, algorithms and programming techniques to analyse, design, code, test and evaluate a program to meet the requirements of a given scenario	Programming Assessment	Computer systems: identify different forms of hardware and categories and input, output, storage and process.	Programming Assessment	End of year project: Business with project with strong emphasis on IT skills (presentation, spreadsheet, data collection and analysis)
Geography	Population Pressures: Students study issues associated with population from global population distribution and the reasons for this, to numerical skills for population growth. Students learn about polluting policies that have been used e.g. China to transmigration in Indonesia. Migration is also studied with a focus on causes and responses to migration for different localities e.g. European Migrant Crisis to Mexico to USA Migration route. Assessment : What is the biggest problem with rapid populating growth?			Physical Landscapes: Rivers Students study UK Physical Landscapes using relief maps to identify the link between location of rivers and relief. River processes are investigated as well as changes down stream in features from the drainage basin. Examples of river use with a DME based locally with the River Fal - Assessment. Flooding case study with Boscastle students evaluate the causes of the event DME.			Coastal Landscapes : Students continue their UK landscapes study with a focus on coastal landscapes. Weathering and erosional processes are revisited in this environment which then supports erosional features and their formation. Transportation processes then are investigated with features of deposition in the coastal environment identified. Coastal Management techniques are researched and an assessment DME on which techniques are used appropriately on location is evaluated.			Ocean Environments: Students investigate a specific ecosystem that is under crisis. The Ocean - with focus on environmental impacts. Coral reefs and the dangers that face them are taught, as well as the problems with plastic including the Pacific Garbage Patch. Examples of solutions to these issues are identified to reduce this crisis.	
History	The start of the year will focus on some major changes to Britain through a series of enquiries: How and why did Britain become multi-cultural by the C20th? Why was abortion legalised? Why was homosexuality decriminalised? Why have drugs been made illegal? Why was the domestic violence act passed in 1976? This is followed by our unit on the rise of Hitler in Germany and life in Germany 1933-45. Assessment: Changes in British society			The key events of WW2: Students will compare Dunkirk, The Battle of Britain, Stalingrad, D-Day, Pearl Harbor and the bombing of Hiroshima to develop the skill of analysing significance. Assessment: Which was the most significant event in WW2?			This unit analyses the Cold War and the key events within this. Students will case study the Vietnam War. What were the consequences of WW2 in the wider world?				
French	Identity & Culture Qui suis-je? • Revising family and describing people • Revising places in town • Talking about friends and family friendships Assessment & DIT: GCSE style Presentation created on family	Identity & Culture On va voir un spectacle • Making arrangements to go out • Describing a day out • Discussing role model Assessment & DIT: GCSE style Presentation created on role model + picture card	Identity & Culture Le temps des loisirs • Revising leisure activities • Revising films and going to the cinema • Talking about sport • Talking about technology Assessment & DIT: GCSE style presentation created on leisure activities + picture card	Identity & Culture Une soirée entre amis • Discussing reading habits and music • Talking about TV programmes • Talking about a night out with friends Assessment & DIT: GCSE style presentation created on night out + picture card	Identity & Culture Jours ordinaires • Talking about food and meals • Discussing clothes and what to wear • Describing your daily routine • Shopping for clothes Assessment & DIT: Role Plays & picture task on shopping & buying clothes	International & Global dimension C'est la fête! • Describing festivals and traditions • Talking about shopping for a special meal • Describing family celebrations Assessment & DIT: Role Plays & pictures task on shopping for food					
Spanish	¡Desconéctate! Discussing holiday activities and the weather using the present tense of regular verbs. Talking about holiday preferences using the present tense of irregular verbs. Using verbs of opinion to refer to different people. Talking about a past holiday using the preterite tense. Module assessments in L and S.	Mis vacaciones Describing a trip to Barcelona using 2 past tenses, giving opinions in the past. Booking accommodation and dealing with problems, using verbs with used and understanding higher numbers. Giving an account of a past holiday using 3 tenses together, identifying positive and negative opinions. Module assessments in R and W.	Mi vida en el insti Describing school uniform and the school day using a range of adjectives. Talking about subjects and teachers using the comparative and the superlative. Describing school and school facilities using negatives and comparing then and now. Module assessments in L and S.	Está prohibido Talking about school rules and problems, using phrases followed by the infinitive. Talking about plans for a school exchange using the near future tense. Talking about activities and achievements using object pronouns and saying how long you have been doing something. Module assessments in R and W.	Mi gente Talking about socialising and family using verbs in the present tense. Describing people using adjectival agreement. Describing people using ser and estar. Talking about friends and family using a range of relationship verbs. Module assessments in L and S.	¿Qué estás haciendo? Talking about social networks using para with infinitives. Making arrangements using the present continuous tense. Talking about reading preferences and using a range of connectives. Module assessments in R and W.					

Art	Me, Myself and I Project AO1 - Contextual links - Graffiti then a choice of Jean-Michel Basquiat, Teesha Moore, Aaron Kraten, Deb Meirs, Julia Trembicki . AO2 - Media/Techniques - Drawing, illustration skills, mixed media skills ,painting, collage, design skills. AO3 - Recording - Observational drawings AO4 - Outcome - 2D painting, 3D mini sculpture		Shanty town project AO1 - Contextual links - Martin Demmink,Charlie Baird. AO2 - Media/Techniques - Drawing techniques using a range of media, mixed media, painting, 3D skills. AO3 - Drawing and recording using a range of media. AO4 - Outcome - 3D shanty house or house front		Indian Art project AO - Contextual links - Indian Art AO2 - Media, techniques - Drawing techniques, collage, painting skills, pressprinting, textile and surface decoration techniques. AO3 - Recording - Observational studies of shells using a range of media. AO4 - Printed and painted Indian inspired outcome	Curriculum Enrichment Wee
Design Technology	Health and safety instruction Polymers: Students learn about Polymer production and their impact on the environment, link to ecological concerns, introduction to iterative design (phone holder), commercial production, classifications of two types of polymer. Materials: Acrylic. Processes: Strip heater, injection moulding. CAD/CAM: Laser cut models. Focus of folderwork: creative design and presentation.	Timbers: Students learn about timber production and their impact on the environment, link to ecological concerns, introduction to more complex construction joints (halving and tenon joints), how manufactured boards are made. Materials: Pine, plywood, 9mm MDF. Processes: construction techniques, laminating, natural timber finishes.	Systems and Control: Students solder a nightlight circuit, learning about; PCB production, input - process - output, component symbols and values (links to science but not sure where/how) Maths link: Resistor colour codes, tolerances, nets. Processes: Soldering, manufacture of net for packaging.	Sustainable design project: Final design and make project giving students opportunities to use materials and processes of their choosing. Developing competence and confidence on machines. Pen Pot project: Focused team working project where students have to produce a batch of pen pots.		
DT Food and Textiles	DT FOOD: Students will cover over two thirds of the year. Identify the sections of the Eatwell guide and the nutrients they provide, identify the main nutritional points of the 8 tips on healthy eating, using the information to analyse the nutritional success of a given dish. Understand the chemical structure of carbohydrates and relate this to their function in the body including the importance of dietary fibre in the diet. Identify the benefits of fruit and vegetables in the diet and how vitamin C can be maintained during the cooking process. Understand the term energy dense and use this to demonstrate how the diet can be adapted to be more healthy. Understand the term target market and design a pizza to meet their nutritional needs. Understand the structure of proteins and relate this to HBV and LBV and the use of complementary proteins in the diet. understand the role of fat in the diet and the main food intolerances and food allergies. Understand the term energy balance and the factors affecting obesity and its detrimental effects. Identify high and low risk foods and food safety. Identify the main points and demonstrate the four cake making methods. Explain the use of standard components. ASSESSMENT 1: EVALUATE THE NUTRITIONAL VALUE OF A GIVEN DISH AGAINST THE GOVERNMENT ADVICE ON HEALTHY EATING. ASSESSMENT 2: EXPLAIN HOW THE DESIGN OF A FOOD PRODUCT MEETS THE NEED OF A TARGET MARKET. ASSESSMENT 3: DESCRIBE THE TERM ENERGY BALANCE AND ITS EFFECT ON OBESITY AND RESULTING DIETARY PROBLEMS. PRACTICAL ASSESSMENTS: STIR FRY, PIZZA, VICTORIA SPONGE. Practical skills: Higher level skills of vegetable cuts, frying, simmering, draining, roasting, cooking couscous, use of a kettle, stir frying, blended sauce, forming meat, portioning, kneading, rolling out, grating, baking, whisking, creaming, melting and rubbing in cake methods, use of standard component - puff pastry.		DT TEXTILES: Students will cover this content over one third of the year. Initially focusing on mass production & manufacturing processes related to the fashion industry-concentrating mostly on the sustainable impacts and positive alternatives. Test: Students are set a GCSE D&T exam style question-giving them the opportunity to gain experience when answering an extended written task. Culture: Students study various patterns from around the world and consideration is made to the 20th century designer and movement: Arts & Crafts, iconic designer 'William Morris'-good subject knowledge for students wanting to study GCSE D&T or Art & Design Textiles. Practical: Surface decoration techniques- Suitable knowledge and experience for students wanting to study GCSE D&T or Art & Design Textiles. <ul style="list-style-type: none"> • Image transfer • Embellishment • Mark making • Screen printing • Block printing Designing for a specific target market: Students design a product to be upcycled from denim to limit landfill waste and the use of new resources. CAD for student knowledge of CAM for global design. Planning for making and practical. Evaluation: Self assessment and peer assessment.			
Drama	Script lines - using random choice of script lines to create improvised group performances. Learning aims: to use thinking skills and creativity to improvise. Focus on emphasis, tone of voice and pitch, pace pause. Small group plays about school events School Snippets Include mime and movement and moments of silence. Links to Literacy whole school poicy. Teacher led assessment and grade collection. Lunch time rehearsals of work created by students for tour of primary schools with E-Safety plays	Introduction to GCSE Drama Tell me Why? - Exploring the issue of Disaffection in school and the consequences... Still image, Role on the wall, Soundscape, Narration, Diary entry, Stanislavsky and shadowing techniques, Brecht and thought tracking techniques, cross cutting, whole class improvisation, Learning Aims – to reflect and understand why some young people become "disaffected". Monologue - based on work on Disaffection create a monologue to be performed in class. Wider thinking – links with disaffection in school and young offenders/ prison. Roles and responsibilities in the theatre - a world of work - who does what?Stage positioning and theatre configurations Formal assessment and grade collection. GCSE choices	Shakespeare project - whole class performance. Key text - Romeo and Juliet Learning aims – to study a classical text and gain new understanding of a difficult language. Links to GCSE ENGLISH. Early preparation for a set text in year 10. Read play together - watch film version Students to decide their role - Design select - costume design, set design, sound or lighting design. Learning aims - To pursue design ideas. Research classical Shakespearean theatre or set with a modern twist. Explore Shakespeare's language and themes of love, family feuds, fate and free will, Performer - main role or chorus? 30-minute edited version of Romeo and Juliet Work towards a class performance. Video work for class to watch back and evaluate at end of term			

Music For more information see Music Curriculum Overview	Band Lab for Education with Bach	Your Music	The Band Project		Film Music	Reggae	
PD	<ul style="list-style-type: none"> Unit 1: Achieving good mental health Consolidation 	<ul style="list-style-type: none"> Unit2: Living Responsibly Consolidation 	<ul style="list-style-type: none"> Unit 3: Careers Consolidation 	<ul style="list-style-type: none"> Unit 4: Living in the wider world Consolidation 	<ul style="list-style-type: none"> Unit 5: Relationships and Diversity Consolidation 		
PE	<p>In Invasion Games students will develop a range of advanced skills, techniques and tactics appropriate to a range of Invasion Games, using these in competitive and pressurised situations. At this stage students will be able to appropriately select the correct decisions and responses to make in complicated and ever changing environments. During this unit students will also work upon developing a number of personal qualities, such as cooperation, respect and self-management.</p> <p>In Fitness units students will experience a range of different training methods and be able to apply these to their own fitness requirements. They will also develop fitness specific knowledge which will be useful to them in the future, such as naming muscles, training zones and fitness for life. During this unit students will also work upon developing a number of personal qualities, such as Independence, Resilience and Self-Management.</p> <p>In Aesthetic activities students will experience and perform using a wide variety of different apparatus, genres and group situations, undertaking a number of challenges in Aesthetic environments. Some students may also get the opportunity to take part in Trampolining to further extend their experiences. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience.</p> <p style="text-align: center;">During the Autumn and Spring terms we run a carousel from these 5 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>		<p>In Multi-Skills activities students will link coordination and movement skills, and be able to apply these accurately to a range of different games 'non traditional' games activities. They will experience a range of activities and games which will challenge their coordination and movement abilities, placing them in unfamiliar and highly pressurised situations. During this unit students will be encouraged to develop a number of personal qualities, such as, confidence, communication, cooperation, resilience and self-management.</p> <p>In Leadership students will know the skills, qualities and responsibilities of a leader, and different types of sports leaders. They will have the opportunity to experience a number of leadership sessions and appreciate what makes effective sports leadership. Many students will get the opportunity to lead parts of sports activities and be able to evaluate the effectiveness of their performance. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, teamwork, leadership and self-management.</p> <p style="text-align: center;">During the Autumn and Spring terms we run a carousel from these 5 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>		<p>In Athletic activities students will take part in a number of track and field events. Here they will be challenged to achieve their personal best and understand where their strengths and weaknesses lie. Students will use athletics sessions to further specialise and prepare for intra and inter-school athletics competitions. During this unit students will be encouraged to develop a number of personal qualities, such as resilience, respect and humility.</p> <p>In Striking and Fielding Games students will be challenged physically and mentally in a variety of complex and highly pressurised situations. Here they will be required to show an advanced application of skills, tactics and techniques, being encouraged to enjoy competing with and against their peers. During this unit students will also work upon developing a number of personal qualities, such as cooperation, teamwork, respect and self-management. During the Summer term we run a carousel from the 6 activity areas with Sports Leaders being an option.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>		
RE	<ul style="list-style-type: none"> What is a moral Issue? What are Ethics? An Introduction Different ways of making moral decisions The Sinking ship scenario Assessment preparation Assessment DIT and feedback 	<ul style="list-style-type: none"> A Moral issue of your choice, an investigation to include religious and humanist perspectives. Organ Donation- An Introduction Organ donation - a case study Religious views towards organ donation Assessment preparation Assessment DIT and feedback 	<ul style="list-style-type: none"> An Introduction to The Holocaust The Holocaust using materials from the Holocaust Memorial Day Trust The girl who forgave the Nazis Are somethings unforgiveable? Assessment preparation Assessment DIT and feedback 		<ul style="list-style-type: none"> An Introduction to Islam What is Islamophobia? Who was the Prophet Muhammad(pbuh) and the history of Islam Qur'an - Its historical and personal importance for Muslims The Five Pillars of Islam 		<ul style="list-style-type: none"> Spiritual Cornwall

Curriculum Enrichment Wee