



Reporting Y9		Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
		CfCs			BfL & LAL						BfL & LAL						BfL & LAL		
English	<p>Animal Farm Students explore the context of the novel in order to appreciate the allegorical nature of the text. They practise retrieval skills and language and structure analysis and further develop their comparison of texts. Students write speeches and descriptions based on ideas from the text. This culminates in them completing a reading section of a GCSE style exam paper.</p>							<p>Unseen Poetry Students read and respond to a range of unseen poems of varying themes and content. They practise strategies to tackle such texts and learn about the key features to ensure their answers are successful.</p>	<p>Have Your Say Students prepare a S&L on a topic of interest, promoting their viewpoint. They read, discuss, and then write, a variety of non-fiction texts in which they give their opinion on different topics, encouraging them to think independently.</p>			<p>Much Ado About Nothing' Students explore the context and attitudes to family and relationships in the play. They learn about what makes a Shakespearean comedy and practise writing analysis of language, culminating in a literature extract response.</p>			<p>Getting Ready Students do taster tasks from the GCSE Language and Literature courses they will begin in year 10.</p>				
Maths	<p>1:Indices and standard form: Indices, Calculations and estimates, More Indices, standard form.</p>	<p>2: Expressions and formulae: Solving Equations, Substituting into expressions, Writing and using formulae, Using and rearranging formulae, Index laws and brackets, Expanding double brackets.</p>	<p>3: Dealing with data: Planning a survey, Collecting data, Calculating averages, Displaying and analysing data, Presenting and comparing data.</p>	<p>4: Multiplicative reasoning: Enlargement, Negative and fractional scale factors, Percentage change, Compound measures, Direct and Inverse proportion.</p>	<p>5: Constructions: Using scales, Basic constructions, Constructing triangles, Using accurate scale diagrams.</p>	<p>6: Sequences, Inequalities, equations and proportion: nth term of arithmetic sequences, Non-linear sequences, Inequalities, Solving equations, Proportion.</p>	<p>7: Circles, Pythagoras and Prisms: Circumference of a circle, Area of a circle, Pythagoras' Theorem, Prisms and Cylinders, Errors and bounds.</p>	<p>8: Graphs: Using $y=mx+c$, More straight-line graphs, Simultaneous equations, Graphs of quadratic functions, More non-linear graphs</p>	<p>9: Probability: Mutually exclusive events, Experimental and theoretical probability, Sample space diagrams, Two-way tables, Venn diagrams.</p>	<p>KS3 EOY Revision and Exams</p>			<p>10: Comparing shapes: Congruent and similar shapes, Ratios in triangles, The tangent ratio, The sine ratio, The cosine ratio, Using trigonometry to find angles.</p>						
Science	<p>B5+B6, P3 : Students begin their GCSE studies learning about health and disease to include physical and mental health and how they interact. They study certain communicable diseases which may be caused by bacteria, viruses, fungi or protists 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. 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. They carry out a biology required practical during this term. Assessment : B5&B6, P3 Tests and feedback</p>				<p>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 develop their knowledge of the methods to separate mixtures including distillation and chromatography. Next they study the Periodic Table and how it was developed. They study specifically the elements in Group 1, 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. They carry out a chemistry required practical during this term. Assessment : C1&C2, B7 Tests and feedback</p>				<p>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. 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.They carry out two different physics required practicals this term. Assessment : P11& P12,C11 Tests and feedback</p>				<p>B15: Students study a topic on Ecology which allows for outside sampling and will</p>						
Computing	<p>Computer systems: identify different forms of hardware and categories and input, output, storage and process. Identify different network types - LAN\ WAN, wireless, personal area (bluetooth). Ethical aspects of computer systems - how they impact on society and the individual as well as the environment</p>	<p>Digital Citizenship Assessment</p>		<p>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</p>	<p>Data Representation Assessment and DIT</p>		<p>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.</p>	<p>Algorithm Assessment and DIT in preparation for programming</p>		<p>Programming: using decomposition, algorithms and programming techniques to analyse, design, code, test and evaluate a program to meet the requirements of a given scenario</p>	<p>Programming Assessment</p>		<p>Digital citizenship - focus on more mature content as well as covering the laws governing digital technology - Computer Misuse Act, GDPR, Copyright and Patents Act</p>	<p>Programming Assessment</p>		<p>End of year project: Business with project with strong emphasis on IT skills (presentation, spreadsheet, data collection and analysis)</p>			

<p>Geography</p>	<p>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 population 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 : Population Change - series of knowledge, skills and sense of place questions with a large written question based on population policies.</p>		<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>History</p>	<p>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. Autumn Term Assessment</p>		<p>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. Spring Term Assessment</p>	<p>This unit analyses the Cold War and the key events within this. Students will case study the Vietnam War. Summer Term Assessment</p>	
<p>French</p>	<p>Quadmester 1 Essential question: Qui suis-je?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Revising family and describing people • Revising places in town • Talking about friends • Talking about family relationships • Making arrangements to go out • Describing a night out • Talking about when you were younger • Discussing role models <p>Skills: Listening End of module listening assessment</p>	<p>Quadmester 2 Essential question: Quels sont tes passes-temps?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about sport • Talking about your life online • Talking about books and reading • Talking about TV programmes • Talking about actors and films <p>Skills: Reading End of module reading assessment.</p>	<p>Quadmester 3 Essential question: Comment est ta vie quotidienne?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about food and meals • Discussing and shopping for clothes • Describing daily life • Talking about food and special occasions • Asking questions • Describing family celebrations • Describing festivals + traditions <p>Skills: Writing Write a blog about your daily life.</p>	<p>Quadmester 4 Essential question: Truro, ville de rêve ou cauchemar?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about local area, weather and transport • Describing a region • Talking about your town • Discussing what to see and do • Discussing plans and the weather • Describing community projects <p>Skills: Speaking Taking part in a GCSE style photo-based task.</p>	
<p>By the end of Year 9, students in this subject will.... Be able to: Use a range of tenses including the perfect and imperfect, Use reflexive verbs, Use the comparative, Use direct object pronouns, Use polite language, Use modal verbs, Use the pronoun "y", Use the future tense</p>					
<p>Spanish</p>	<p>Quadmester 1 Essential question: ¿Cómo prefieres pasar las vacaciones?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Discuss holidays and weather • Say what you do in the summer • Talk about holiday preferences • Say what you did on holiday • Describe where you stayed • Book accommodation <p>Skills: Listening End of module listening assessment</p>	<p>Quadmester 2 Essential question: ¿Qué tal los estudios?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Give opinions about school subjects • Describe school facilities • Describe school uniform • Describe the school day • Describe your school • Talk about school rules and problems • Talk about plans for a school exchange • Talk about activities and achievements <p>Skills: Reading End of module reading assessment.</p>	<p>Quadmester 3 Essential question: ¿Qué estás haciendo?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about socialising and family • Describing people • Talking about social networks • Making arrangements • Talking about reading preferences • Talking about friends and family <p>Skills: Writing Write a blog about your free time.</p>	<p>Quadmester 4 Essential question: ¿Qué sueles hacer?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about free time activities • Talking about TV programmes and films • Talking about what you usually do • Talking about sports • Talking about what's trending • Discussing different types of entertainment <p>Skills: Speaking Taking part in a GCSE style photo-based task.</p>	
<p>By the end of Year 9, students in this subject will.... Revise the present and preterite tenses. Use the imperfect tense. Use verbs with used. Use comparative and superlatives. Use phrases followed by the infinitive. Use the near future tense. Use object pronouns, Use para with infinitives. Use the present continuous tense. Use ser and estar. Use a range of relationship verbs.</p>					

Art	Me, Myself and I Project AO1 - Contextual links - Graffiti then a choice of Louise Fulton or Gregoire Devin AO2 - Media/Techniques - Drawing, illustration skills, mixed media skills ,painting, collage, design skills. AO3 - Recording - Observational drawings AO4 - Outcome - 2D work and clay peice		Indian Art project AO1 - Contextual links - Indian Art AO2 - Media/Techniques - Drawing techniques using a range of media, collage techniques , painting, printing, textile and surface decoration techniques. AO3 - Drawing and recording using a range of media. AO4 - Outcome - Printed and painted Indian inspired outcome.		Shanty Town project AO1- Contextual links - Martin Demnik , Charlie Baird AO2 - Media, techniques - Drawing techniques using a range of media , mixed media techniques ,painting skills, pressprinting, 3D skills AO3- Drawing and recording using a rnage of media AO4 -Outcome-3D shanty house or house front (collaborative)				
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 effect ingredients during the cooking process. Understand different presentation techniques and their importance in the food industry. 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. Explain the use of standard components. Identify the structure of the back of house and the roles of waiting staff in the front of house. Identify culinary terms and techniques. Consider the use of different ingredients in a food science experiment and the changes to a products properties. Understand the classification of differnet types of fish. Understand how and why yeast works to improve qualities of bread. TERM 1 ASSESSMENT: BASELINE ASSESSMENT, SACHEL ONE ASSESSMENT, QUICHE PRACTICAL TERM 2 ASSESSMENT: EVALUATE NUTRITIONAL VALUE OF A DISH, SACHEL ONE ASSESSMENT, ENERGY BALANCE, SPAGHETTI BOLOGNESE PRACTICAL Practical skills: Higher level skills of vegetable cuts, frying, simmering, draining, roasting, use of a kettle, stir frying, blended sauce, forming fish, portioning, kneading, rolling out, grating, baking, creaming, melting, rubbing in, use of standard components, puff pastry, shortcrust pastry and filo pastry - properties and use of these.				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	Scripted Vs Devising - An introduction to GCSE Drama Scripted - Students will use and develop their prior knowledge of skills and apply them to a GCSE text - Blood Brothers. Students explore theme within a script and look again at why people make drama and how it can be used to tackle current issues. Devising - Students use and develop their prior knowledge of techniques and experiment with creating their own performances. Students are encouraged to explore themes that they are passionate about.		Musical Theatre Students explore a wide variety of musicals including Everybody's Talking About Jamie, Matilda and Lion King. Students will look at acting and dance as well as costume and make-up design.		Film Making: Sweded Movies Students take on a larger project and explore the career options in the film making industry. Taking inspiration from Be-Kind Rewind by Jack Black, students recreate a film of their choice films from start to finish. They willlook at the planning and organisational side as well as acting for camera,filming and production.				
Music For more information see Music Curriculum Overview	Reggae		Hip Hop and Motown		The Band Project		Samba	Brit Pop	
PD	· Unit 1: Achieving good mental health what is anxiety and how can we manage it? Body Image, self-harm		· Unit2: Living Responsibly rights and responsibilities, youth offending, human trafficking and exploitation.		· Unit 3: Careers help with supporting the option process and the use of Career pilot to investigate job opportunities and progression, Information about the local labour market. The importance of the application of skill, new and emerging technologies.		· Unit 4: Homelessness and child exploitation		· Unit 5: Relationships and Diversity -Growing up gay. Domestic abuse.

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>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>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.</p> <p>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	<p>Good, Bad; right wrong: how do I decide? (continued.) How do we make sense of morality? A focus on sources of authority and wisdom.</p> <ul style="list-style-type: none"> · Different ways of making moral decisions · The Sinking ship scenario <p>Assessment: The Sinking Ship</p> <p>*A focus on medical ethics</p>	<p>Should Christians be greener than everybody else?</p>	<p>Why is there suffering? Are there any good solutions? (With a focus on Holocaust memorial Day resources).</p> <p>What difference does it make to be an atheist or agnostic in Britain today?</p> <p>Assessment: If the Holocaust were represented...</p>	<p>What is good and what is challenging about being a Muslim teenager in Britain today?</p> <p>Assessment: Hajj</p> <ul style="list-style-type: none"> · What is Islamophobia? · Who was the Prophet Muhammad(pbuh)? The history of Islam · Qur'an - Its historical and personal importance for Muslims · The Five Pillars of Islam 	<p>Spiritual Cornwall Curriculum Kennewick</p>
Dance	<p>Component 1 - Learn Set Phrases Breathe and Flux. Begin to work in pairs and trios creating motifs using set movements from the phrases and creating choreographic intent. Component 2 - Study 2 pieces from the Dance anthology - Emancipation of Expressionism & Artificial Things. Component 1 - Using phrases and choreography based on actions and stimuli from the current dance anthology studied, creating new motifs, developing phrases and structuring work in solos and duos.</p>	<p>Component 1 - Learn Set phrases Shift and Scoop. Implement movements from both phrases to create new choreography with a clear choreographic intent. Component 2 - Study 2 professional works from the Dance anthology - Within Her Eyes and Shadows. Create a choreographed group piece to perform in the Hall for Cornwall Dance Showcase 'Looking Back Stepping Forward'.</p>	<p>Component 1 - Recap the Set phrases Breathe, Shift, Flux and Scoop and Implement movements from both phrases to create new choreography with a clear choreographic intent. Create a site specific choreographed piece for film. To continue this task over the Summer break. Component 2 - Study 2 professional works from the Dance anthology - 'Infra' and 'A Linha Curva'.</p>		