



## YEAR 9

<b>ENGLISH</b>					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Modern Novel study:</b>  <b>Granville:</b> Of Mice and Men, <i>The Woman in Black</i> .	<b>What the Dickens!</b>	<b>Modern play.</b>  <b>Granville:</b> <i>Blood Brothers</i>	<b>Dystopian society.</b>	<b>Power and Conflict poetry.</b>	<b>An introduction to <i>Macbeth</i>.</b>
<b>MATHS - Support</b>					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Sequences <u>Topic 2:</u> Factorisation <u>Topic 3:</u> Solving linear equations	<u>Topic 3:</u> Solving linear equations (cont'd) <u>Topic 4:</u> Single event probability <u>Topic 5:</u> Linear graphs	<u>Topic 5:</u> Linear graphs (cont'd)  <u>Topic 6:</u> Rearranging formulae  <u>Topic 7:</u> Angles, parallel lines and polygons	<u>Topic 7:</u> Angles, parallel lines and polygons (cont'd) <u>Topic 9:</u> Circles <u>Topic 10:</u> Laws of indices	<u>Topic 10:</u> Laws of indices (cont'd) <u>Topic 11:</u> Speed	<u>Topic 12:</u> Averages <u>Topic 13:</u> Pie charts <u>Topic 14:</u> Plans and elevations

## Maths – Core

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Standard Form <u>Topic 2:</u> Upper and lower bounds <u>Topic 3:</u> Pythagoras' Theorem	<u>Topic 3:</u> Pythagoras' Theorem (cont'd) <u>Topic 4:</u> Coordinate geometry <u>Topic 5:</u> Percentage multipliers	<u>Topic 5:</u> Percentage multipliers (cont'd) <u>Topic 6:</u> Inequalities <u>Topic 7:</u> Expanding and factorising	<u>Topic 7:</u> Expanding and factorising (cont'd) <u>Topic 8:</u> Similarity and trigonometry <u>Topic 9:</u> Graphs and functions	<u>Topic 10:</u> Simultaneous equations <u>Topic 12:</u> Bearings <u>Topic 13:</u> Scatter graphs	<u>Topic 14:</u> Multiple event probability

## SCIENCE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GCSE Science <ul style="list-style-type: none"> <li>Cell Structure, Transport and Cell division and Organisation</li> <li>Atomic Structure and Periodic Table</li> <li>Conservation and dissipation of energy and Energy Transfer by heating</li> <li></li> </ul>		GCSE Science <ul style="list-style-type: none"> <li>Digestive system</li> <li>Chemical changes and Electrolysis</li> <li>Energy resources and Electric circuits, Electric circuits and Electricity in the home</li> </ul>		GCSE Science <ul style="list-style-type: none"> <li>Organising animals and plants</li> <li>Energy changes</li> <li>Molecules and matter and Radioactivity</li> </ul>	

## ART

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Fish</u>  Fine art techniques. Learning to mono print		<u>Urban Art</u>  Looking at graffiti artists and their work. Including 2 layered stencil techniques		<u>Portraits</u>  In the style of Greno. Looking at shape pattern and mono printing	

## DRAMA

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
"Flashpoint"	"A Christmas Carol"	Character building through hot seating		"KES"	

## MUSIC

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Film Music and TV advertising</p> <p>Students listen to many types of adverts. Study the media and why advertising is aimed at specific audiences. They compose their own advert to 'Carpet Shine'.</p>		<p>Film Music</p> <p>Using a Film clip from James Bond, students study film music, its impact, styles and write / perform their own compositions but also using John Barry's original sound track to create a backing track.</p>		<p>Guitars</p> <p>Further develop skills, learning and performing new songs including Happy Birthday, Summer of 69</p>	

## Food and Nutrition- Diet throughout Life

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Tots to Teens: Babies including breast feeding, Weaning, Childhood, Adolescence including case studies.</p> <p>Practical's include: Vegetable Risotto, Baked Chicken Fajitas, tinned meat pie</p>	<p>Factors affecting food choices, case studies.</p> <p>Sensory Evaluations of all dishes cooked including adaptations to any dishes</p> <p>Practical's Include: Chicken goujons, Pear cobbler. New York cheesecake.</p>	<p>Special diets: coeliac, lactose intolerant, veganism and cultural needs.</p> <p>It's all assured: Red tractor, the lion mark, research into other food assurance schemes.</p> <p>Total module evaluation</p>			

<b>DT</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p><u>Lamp project</u> Introducing pupils to making quality products using joinery. Incorporating CAD CAM into pupils products.</p>	<p>Continuing lamp project</p>	<p>Technical Drawing  Isometric drawing Using the graphics equipment accurately to produce 3D drawings  Packaging Challenge.</p>	<p>Technical Drawing  Isometric drawing Orthographic Drawing Using the equipment to accurately produce orthographic drawings from 3D drawings. Producing 3D. Drawing to scale</p>	<p>Clock project. Introducing pupils to working with acrylic and creating templates for someone else to make the product for them</p>	<p>Continuing the clock project</p>

<b>TEXTILES</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p><u>Sustainable/ recycled project:</u>  <u>Students are designing and making a product for a local charity – Harley’s Hounds/Derby Neo Natal ward.</u>  Health and safety recap  What does sustainable mean? The 6’rs  Environmental issues.  Introduction of project.  Moodboards</p>	<p><u>Sustainable/ recycled project:</u>  Web making/ samples produced.  Specification for their product.  Types of fastenings and components  Prototypes and Modelling.  Production planning.  Pattern markings and creation of own patterns.</p>	<p><u>Sustainable/ recycled project:</u>  Start of manufacture  Completion of product  Evaluation of product.  Values issues concerned with textiles.  Social, moral, cultural and ethical influences.</p>			

<b>ICT</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<u>E-Safety Campaign and iPad Literacy</u>  Pupils re-visit topics on:  Safe use of the internet, Social Media, Reporting and Blocking, Sexting, Grooming and the dangers of pornography.	<u>Business</u>  Pupils visit GCSE Business topics covering:  Marketing Mix Business Purpose Added Value Product Life Cycle	<u>Photography</u>  Pupils discover tricks for taking better photos using their iPads.  Famous photographer's work studied: Laura Williams David Hockney Sara K Bryne  Skills such as Double Exposure and Methods of Composition are used to enhance their work.		<u>Databases</u>  Pupils learn about Databases and how they are used.	<u>Creating Video</u>  Pupils plan and create a promotional video for a Rollercoaster to a client brief.

<b>RE</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Looking for God: Philosophy of Religion		Christianity: The People of the Kingdom		Christian Religious Experience	

<b>GEOGRAPHY</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<u>Population</u> In this module we will look at what affects where we live, population density, the push and pull factors that affect people, how the world's population has changed, China's population, population pyramids, migration and the American Dream.	<u>Population</u> In this module we will look at what affects where we live, population density, the push and pull factors that affect people, how the world's population has changed, China's population, population pyramids, migration and the American Dream.	<u>Natural Environments</u> In this module we will look at the factors that affect climate, climate graphs and the British, equatorial, desert and Mediterranean climate profile and vegetation.	<u>Natural Environments</u> In this module we will look at the factors that affect climate, climate graphs and the British, equatorial, desert and Mediterranean climate profile and vegetation.	<u>Africa and sustainable development</u> This module uses Africa as an example of an area that requires assistance to develop and looks at how sustainable development can be an ideal but difficult thing to achieve when people's survival is at stake.	<u>Africa and sustainable development</u> This module uses Africa as an example of an area that requires assistance to develop and looks at how sustainable development can be an ideal but difficult thing to achieve when people's survival is at stake.

<b>PE</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
9xy 124 Football/Netball/ Rugby	HRE/ Dance Table Tennis	Exercise to Music HRE/Table Tennis	Netball/ Football/Bas ketball/Hand ball	Athletics/ Rounders/ Cricket	Volleyball/ Rounders/ Cricket
9xy 3/5 Football/Netball/ Rugby	Dance/ Table Tennis/ Handball	HRE/Table Tennis/ Handball/ Basketball	Netball/Foot ball/Basketb all	Athletics/ Rounders	Volleyball/ Cricket

<b>HISTORY</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p><u>Why did Levi Harrison die in Belgium?</u> This unit looks at the situation in Europe in 1914 and why this resulted in a declaration of war. This is also our local study and we investigate why a young man from Woodville has ended up buried at Tyne Cot Cemetery in Belgium.</p>	<p><u>What was life like during the First World War?</u> This unit is an in-depth study of life during the First World War including an enquiry into the events at the Battle of the Somme we still include a local focus where appropriate.</p>	<p><u>How did the First World War lead to the Second?</u> In this unit we investigate the inter-war period, looking closely at the peace settlement at the end of WW1, the rise of fascism in Germany and then the failed policy of appeasement.</p>	<p><u>How did the First World War lead to the Second?</u> In this unit we investigate the inter-war period, looking closely at the peace settlement at the end of WW1, the rise of fascism in Germany and then the failed policy of appeasement.</p>	<p><u>War Crimes.</u> In this unit we look in depth at some of the events of the Second World War and try to answer the question – which country committed the greatest war crimes?</p>	<p><u>The Holocaust.</u> In this unit we complete an in-depth study of the holocaust, focusing on some of the victims.</p>

### **Citizenship, Character and Wellbeing**

<p>Healthy and Safe Lifestyle :</p> <ol style="list-style-type: none"> <li>1. Playing your part at Granville (Linked to P.R.I.D.E)</li> <li>2. Racism</li> <li>3. Homophobia</li> <li>4. Sexual Bullying</li> <li>5. Grooming</li> <li>6. Parenting/contraception</li> <li>7. Healthy v unhealthy</li> <li>8. Mental Health and Wellbeing</li> <li>9. Raising self esteem</li> <li>10. FGM</li> </ol>	<p>Healthy and Safe Lifestyle:</p> <ol style="list-style-type: none"> <li>1. Social media (safety)</li> <li>2. Grooming/sexting</li> <li>3. Prevent</li> <li>4. CPR</li> <li>5. How to manage stress</li> <li>6. Self- esteem and resilience</li> </ol> <p>Careers:</p> <ol style="list-style-type: none"> <li>7. 14-19 options</li> <li>8. The world of work</li> <li>9. Work experience</li> <li>10. How to make the correct choice for you?</li> </ol>	<p>Democracy</p> <ol style="list-style-type: none"> <li>1. The Law</li> <li>2. Rights and Responsibilities in society</li> <li>3. Conscientious Objector</li> <li>4. Conscientious Objector</li> <li>5. Stereotyping and prejudice</li> <li>6. Voluntary work</li> <li>7. Freedom of speech</li> <li>8. Money</li> <li>9. Revision</li> </ol>
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## FRENCH

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Etre ado C'est quoi? - Issues for teenagers</u> Discuss relationships with parents. Talk about pocket money and helping out at home. Discuss pressures faced by teenagers and understand advice. Discuss life in the past. Describe the life of homeless children.</p>	<p><u>En pleine forme! - A balanced diet</u> Talk about healthy eating. Discuss healthy lifestyles. Talk about how diet affects health. Talk about resolutions to be healthier. Talk about what life will be like in the future.</p>	<p><u>Rendez-vous - Parties and festivals</u> Organise a party. Suggest activities and make excuses. Talk about a festival or event that you've been to. Communicate with people in formal situations. Talk about traditions and festivals.</p>	<p><u>Autour du monde - Transport and holidays</u> Talk about how you travel and compare means of transport. Buy tickets and talk about travel plans. Plan a holiday. Describe a past holiday. Talk about transport in books and films.</p>	<p><u>Chez moi, ça veut dire quoi? - Home</u> Talk about types of home. Describe rooms in a house. Describe a bedroom, items in it and their location. Describe your ideal home. Describe places in detail and express how you feel about them.</p>	<p><u>Un métier, un rêve! - Jobs and ambitions</u> Talk about jobs and qualities needed for certain professions. Discuss ideal jobs and ambitions. Talk about part-time jobs. Talk about success and failure.</p>

## SPANISH

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>El ocio - Leisure</u> Saying what you like to do in your free time. Saying what music you like and why. Going shopping. Going on holiday. Describing an event in the past. Talking about what you did when you were younger.</p>	<p><u>¡Ven a Madrid! - Come to Madrid</u> Transport and travel around Madrid. Planning visits to places in Madrid. buying travel tickets. Talking about a day out in the past. Simple directions and types of shops in town.</p>	<p><u>Bienestar - Well-being</u> Healthy lifestyle. Healthy body. Illnesses and injuries. At the chemist's. Sport and sporting accidents.</p>	<p><u>Mi futuro - My future</u> Discussing the future. Future careers and dream jobs. Pocket money and how you earn it now. Future education options. Dream jobs.</p>	<p><u>Mi mundo - My world</u> Describing environmental problems and their causes. Talking about what we can/must do to help the environment. Talking about how you help the environment. Talking about your world at home; what you are allowed to do</p>	<p><u>Aquí se habla español! - Spanish spoken here!</u> Countries of Latin America. Spanish speaking people. Some Latin-American festivals. The importance of learning languages.</p>