

Year 9 Curriculum map 2018/2019

Subject	Objectives	Autumn	Spring	Summer
English		Autumn 1 Non-Fiction – 19th Century Non-Fiction Extracts. Autumn 2 Poetry Power and Conflict Cluster: Ozmandias My Last Duchess London	Modern Text: Animal Farm Curious Incident An Inspector Calls	Shakespeare: Romeo and Juliet
Mathematics	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • Accurately recall facts, terminology and definitions • Use and interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions. <p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result 	<p>Use of all four operators with numbers (positive and negative), fractions and decimals</p> <p>Basic percentage understanding and calculations</p> <p>Coordinates and linear graphs including plotting in all four quadrants, understanding the equation of a straight line in the form $y=mx+c$ extending to identifying and proving lines are parallel or perpendicular</p> <p>Rounding numbers including significant figure rounding and use of estimation techniques. Understanding the error interval of a</p>	<p>Perimeter and area including rectangles, triangles, other quadrilaterals and circles. Extending to sector area and arc lengths and compound shapes.</p> <p>Real life graphs interpreting a range of graphs including conversion graphs and speed, distance time graphs interpretation of the gradient and intercept into real life information</p> <p>Ratio and Proportion: simplifying and sharing in ratios using proportionality to solve real life problems including recipes and rates of activity</p>	<p>Standard Form understand and use place value when working with very large or very small numbers, and when calculating with decimals Calculate with and interpret standard form</p> <p>Transformations Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors)</p>

	<ul style="list-style-type: none"> • Interpret and communicate information accurately • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. <p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> • Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • Make and use connections between different parts of mathematics • Interpret results in the context of the given problem • Evaluate methods used and results obtained • Evaluate solutions to identify how they may have been affected by assumptions made. 	<p>rounded number and the implications for calculating with rounded numbers.</p> <p>Collecting and representing data including bar charts, pie charts, line graphs, time series graphs and line graphs. How to find the suite of averages from lists, frequency tables and group frequency charts. Drawing and interpreting histograms, cumulative frequency and box plots. Being able to comment on displayed data and identify the most appropriate method of representing and analysing data</p> <p>Sequences - linear and non-linear sequences. Finding the term-to-term rule, the general case and relating to the graphical representation.</p>	<p>Equations substitute numerical values into formulae and expressions, including scientific formulae use algebraic methods to solve linear equations in 1 variable (including all forms that require rearrangement) use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations</p> <p>Basic probability Probability experiments Theoretical probability Mutually exclusive events</p> <p>Scatter graphs being able to construct and interpret scatter graphs identify outliers use the line of best fit to make assertions about other data points and understand the implications and restrictions of interpolation.</p>	<p>Construction and loci Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from / at a given point, bisecting a given angle) use these to construct given figures and solve loci problems know that the perpendicular distance from a point to a line is the shortest distance to the line</p> <p>2D representation of 3D shapes Construct and interpret plans and elevations of 3D shapes</p> <p>Calculating with percentages Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase / decrease and original value problems, and simple interest including in financial mathematics</p>
Science	AO1 (Demonstrate knowledge and understanding of:	Bridging the gap modules between KS3-KS4	Pupils will study the first part of their GCSE modules	Mock Exam on B1,C1,P1

	<p>Scientific ideas, scientific techniques and procedures.)</p> <p>AO2 (Apply knowledge and understanding of: scientific ideas, scientific enquiry, techniques and procedures.)</p> <p>AO3 (Analyse information and ideas to: interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures)</p>	<p>This ensures that pupils are able to start their GCSEs with confidence in the spring term. They will also do a crest project and gain a bronze award for this.</p> <p>Electricity and Magnetism</p> <p>Keeping Healthy Antimicrobial investigation</p> <p>Atomic Structure and Periodic table</p> <p>Bath Bombs investigation – CREST project</p>	<p>OCR 21st Century</p> <p>B1 – You and your genes C1 – Air and Water P1 – Waves and Radiation</p>	<p>B2 – Keeping Healthy</p>
RS	<p>AO1: Demonstrate knowledge and understanding of religion and belief including: beliefs, practices and sources of authority, influence on individuals, communities and societies, similarities and differences within and/or between religions and their beliefs.</p> <p>AO2: Analyse and evaluate aspects of religion, including</p>	<p>Students will learn about the paper they will be sitting. They will learn different skills needed for the exam.</p> <p>Religion 1 introduced (Islam) – core beliefs, nature of Allah.</p> <p>What is a prophet, why are they important to Islam? (mini project investigating and researching ideas)</p> <p>Gain knowledge about books used in Islam linked to Christianity.</p>	<p>Religion 1 - Investigate life after death.</p> <p>Religion 1 – practices:</p> <ul style="list-style-type: none"> - The importance of practices. - Private and public acts of worship. - 5 pillars of Islam and the importance (project) <p>Festivals – what is the significance and how do they influence Muslims?</p>	<p>Religion 2: Concept of God as a Trinity of persons, Biblical accounts of Creation and the problem of evil and suffering and a loving and righteous God.</p> <p>Jesus Christ linked to the ten commandments.</p> <p>Students learn the importance of incarnation, Crucifixion, Resurrection and Ascension</p>

	the significance and influence.	The role and importance for Muslims of Jibril, Izra'il, Mika'il and Israfil. Eschatological beliefs and teachings.	Jihad – demonstrate knowledge and understanding. Religion 2 introduced (Christianity) – the meaning of terms and the significance they have.	The concepts of salvation – students create a resource explaining the role and issues of salvation. Eschatological beliefs and teachings.
Computer Science	A01: Demonstrate knowledge and understanding of the key concepts and principles of computer science. A02: Apply knowledge and understanding of key concepts and principles of computer science. A03: Analyse problems in computational terms.	Introduction to the course and the fundamentals of computer programming. Students to begin programming in Visual Basic using variables, data types, input/output. Introduction to sequence, selection, and iteration using If statements, Select Case statements, While Loops, and for loops.	Students to develop more complex computer programs utilising arithmetic operators, relational operators, and Boolean operators. Introduction to Binary and its use in data representation looking at images and sounds. Introduction to building robust, secure, and efficient programs.	Students to experiment with string manipulation. Introduction to procedures and functions. Students to build complex programs with multiple procedures and functions, exploring local and global variables and parameter passing.
Geography	A01: Demonstrate knowledge of locations, places, processes, environments and different scales. A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes. A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical	Geographical Skills Students will learn key map skills for the GCSE syllabus including, OS map symbols, grid references, scale, sketch maps, contours and cross sections. Living World Ecosystems and Hot deserts. students will study what an ecosystem is and how they function. They will look at food chains, food webs and the nutrient cycle. In hot	Living World, Tropical Rainforests. Students will study the characteristics of the tropical rainforest and how plants and animals have adapted to live in the rainforest. through a case study we look at the positive and negative effects deforestation can have. Natural hazards, tectonic. Students study the idea of hazard, risk and natural event. Mapping the	Natural hazards, atmospheric. Students study the structure of the atmosphere and the global atmospheric circulation model. They focus on tropical storms, cause, effects and responses. They then look at atmospheric hazards in the UK and start to think about the link to climate change. natural hazards, climate change.

	<p>information and issues to make judgments.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>deserts they study the characteristics and how plants and animals have adapted to live in the desert. Through a case study we look at the opportunities and challenges facing people living in a desert.</p>	<p>different plates and boundaries and investigating patterns. Develop knowledge of how plate margins work and the hazards they can cause. Case study of an HIC and LIC earthquake, focusing on the causes, effects and responses.</p>	<p>Students study the evidence for and against climate change. They look at different reasons for global temperature changes. They then link this back to tropical storms and the change in weather in the UK.</p>
History	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO 4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>Paper 1: Thematic study and historic environment</p> <p>Medicine in Britain, c1250–present</p> <p>Students will look at ideas about the cause of disease and illness, and approaches to prevention and treatment from the medieval through to the modern period.</p> <p>They will also investigate a case study for each of the time periods.</p>	<p>Paper 1: Thematic study and historic environment</p> <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p> <p>Student will look at how the historical environment influenced the development of medicine.</p>	<p>Paper 3: Weimar and Nazi Germany, 1918–39</p> <p>Key topic 1: The Weimar Republic 1918–29</p> <p>Study areas will include the origins of the republic, challenges and economic recovery and changes to German society.</p> <p>The rest of this topic will be covered in year 10.</p> <p>Student will continue to develop and practice their exam skills.</p>
MFL (French)	<p>AO1: To listen and understand French.</p>	<p>Theme: Identity and culture, to include:</p>	<p>Theme: Identity and culture, to include:</p>	<p>Theme: Identity and culture, to include:</p>

	<p>AO2: To speak in French</p> <p>AO3: To read and understand French.</p> <p>AO4: To write in French.</p>	<ul style="list-style-type: none"> • Who am I? Revising family and describing people. • Who am I? Revising places in town and activities. • Who am I? Talking about friends and what makes a good friend. • Talking about family relationships. • Making arrangements to go out. Describing a night out with friends. • Talking about life when you were younger. Talking about role models. 	<ul style="list-style-type: none"> • Cultural life: Revising sporting, leisure activities, technology, TV. • Cultural life: Talking about sport, life online, books and reading. • Cultural life: Talking about television programs in more detail, talking about actors and films. 	<ul style="list-style-type: none"> • Daily life: Talking about food and mealtimes. • Daily life: Discussing shopping for clothes. • Daily life: Describing your daily life and routines. • Daily life: Cultural life, talking about food for special occasions. • Cultural life: Using polite language, describing family celebrations. • Cultural life: Describing festivals and traditions.
MFL (Spanish)	<p>AO1: To listen and understand Spanish.</p> <p>AO2: To speak in Spanish.</p> <p>AO3: To read and understand Spanish.</p> <p>AO4: To write in Spanish.</p>	<p>Theme: Local Area, Holiday and Travel, to include:</p> <ul style="list-style-type: none"> • Holidays: Discussing holidays and weather • Holidays: Saying what you do in summer • Holidays: Talking about holidays. Saying what you did on holiday. Describing where you stayed. Giving an account of a holiday in the past • Holidays: Talking about future holidays 	<p>Theme: Future aspirations, study and work, to include:</p> <ul style="list-style-type: none"> • What is school like: Describing school uniform, your school and a school day • What is school like: Talking about teachers and subjects <p>What is school like: Talking about school rules and problems</p> <p>What is school like: Talking about plans for a school exchange</p>	<p>Theme: Identity and culture, to include:</p> <ul style="list-style-type: none"> • Who am I? Talking about socializing, family and friends • Who am I? Describing people • Who am I? Making arrangements • Daily life: Talking about social networks • Cultural life: Talking about reading preferences.

		Travel and tourist transactions: Booking accommodation and dealing with problems	What is school like: Talking about achievements and activities	
Art	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language.</p>	<p>Students will study the 'Formal Elements' of art in various contexts. They will look at the elements of; line and tone.</p> <p>Students will independently research a number of artistic influences that make direct links to the formal elements.</p> <p>Students will use a variety of starting points to create both 2D responses.</p> <p>The emphasis of this term is drawing and observation to build technique and skill.</p> <p>Students will transfer their initial drawing studies in to mono prints.</p>	<p>Continuing the theme of the 'Formal Elements' students will investigate; pattern, texture, shape and form.</p> <p>Students will experiment with a broad range of materials, embedding fabrics and threads as well as creating 3D clay forms in response to a number of artistic starting points.</p> <p>Again, students will learn how to contextualise their work, present their ideas appropriately and independently research inspirations.</p>	<p>During the first part of the term students will conclude their investigation of the formal elements by researching and responding to the effects of colour in art.</p> <p>Students will create a large scale painting and use colour and a range of techniques to complete it.</p> <p>Finally, in the last half of the term students will create a 'Resolved Piece' this will be inspired by the studies and can be created from any media that they have previously experimented with and wish to develop.</p> <p>Students produce a final piece in exam conditions as a way to prepare them for the expectations of their final exam in Year 11.</p>
Business Studies	AO1: Demonstrate knowledge and understanding of business concepts and issues.	Business in the real world Students will learn about the purpose and nature of businesses. Business	Influences on business Students look at the impact of external influences	Human resources Students will understand the impact of different internal organisational

	<p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgments and draw conclusions.</p>	<p>ownership, setting aims and objectives, the role of stakeholders, business location and business planning. They will also look at the methods of expanding a business. The benefits and drawbacks of growth – economies and diseconomies of scale.</p>	<p>on businesses. This includes technology, E-commerce and digital communication. They also look at how a business can behave ethical and environmentally. They will look at the effect of the economic climate on businesses, how businesses compete internationally (globalisation). Students will also assess the impact of legislation on businesses and understand the risks businesses face.</p>	<p>structures, span of control, chain of command, layering and delegation. They will understand what is meant by centralization and decentralization. Students will also look at recruitment and selection of employees. They will understand how to motivate a workforce and the benefits of motivated employees. They will look at the methods of training and be able to explain the benefits of different types of training employees.</p>
Dance	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p>AO4: Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgments.</p>	<p>Set phrases- Flux, Shift, Breathe, Scoop</p> <p>Choreography exploring choreographic devices, approaches and expression.</p> <p>Critical appreciation through theory and practical: Emancipation of Expressionism</p> <p>Critical appreciation through theory and practical: Shadows</p>	<p>Critical appreciation through theory and practical: Artificial Things</p> <p>Critical appreciation through theory and practical: Infra</p> <p>Critical appreciation through theory and practical: A Linha Curva</p> <p>Revisit all practical elements</p>	<p>Critical appreciation through theory and practical: Within Her Eyes</p> <p>Choreography exploring choreographic device, approaches and expression.</p> <p>Exam Questions of section A, B, C.</p> <p>Revisit all practical elements</p>

<p>Design Technology</p>	<p>A01: Recall, select and communicate knowledge and understanding in design and technology including its wider effects.</p> <p>A02: Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.</p> <p>A03: Analyse and evaluate products, including their design and production.</p>	<p>Develop drawing skills focusing on orthographic and isometric and apply them to the design of products.</p> <p>Theme: Bottle opener - design and make a product in the style of Alessi, Art Deco, Mondrian.</p> <p>Understand the main classifications of metal and plastic and the environmental considerations of using them. Understand manufacturing in quantity. Application of risk assessment and health and safety for manufacturing tasks. Be able to read a working drawing. Communicate design ideas. Understand the use of jigs and templates. Perform marking out skills on metal. Perform cutting, drilling and shaping processes on metal. Understand and be able to case harden metal. Use of CAD/CAM to design and produce the handle.</p> <p>Analysis of work of existing designers. Evaluation of design ideas. Evaluation of modelling of design. Evaluation of final product.</p>	<p>Theme: Candle holder - focused practical task with emphasis on manufacturing techniques.</p> <p>Understand the stock forms materials are available in. Understand a range of finishes that can be applied to materials. Develop skills using a range of hand tools and machines.</p> <p>Be able to read a working drawing.</p> <p>Mark out efficiently on a given size piece of material minimising wastage. Be able to use jigs and templates to manufacture a product.</p> <p>Theme: Electronics Understand basic electronic principles and be able to apply them to manufacturing products.</p>	<p>Theme: Mechanical Toy - focused practical task with emphasis on using cams and levers to create movement.</p> <p>Understand the main classifications of timber and the environmental considerations of using it. Understand how cams and levers can be used to create movement. Understand the use of jigs and templates as an aid to manufacturing in quantity. Application and record of risk assessment and health and safety for manufacturing tasks. Identify safety needs of the toy and understand the needs for standards of safety. Have a knowledge of the safety symbols which are used on toy products. Understand the difference between clearances and push fit holes.</p> <p>Mark out efficiently on a given size piece of material minimising wastage. Be able to use jigs and templates to manufacture a product. Use a lathe to turn a circle from square blanks. Perform cutting, drilling and shaping skills using hand and machine tools on wood. Applying a finish to wood.</p> <p>Evaluation of production of the product linked to quality control. Evaluation of final product.</p>
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<p>Engineering</p>	<p>A01: Recall, select and communicate knowledge and understanding in design and technology including its wider effects.</p> <p>A02: Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.</p> <p>A03: Analyse and evaluate products, including their design and production.</p>	<p>Develop drawing skills focusing on orthographic and isometric and apply them to the design of products.</p> <p>Theme: Bottle opener - design and make a product in the style of Alessi, Art Deco, Mondrian.</p> <p>Understand the main classifications of metal and plastic and the environmental considerations of using them. Understand manufacturing in quantity. Application of risk assessment and health and safety for manufacturing tasks. Be able to read a working drawing. Communicate design ideas. Understand the use of jigs and templates. Perform marking out skills on metal. Perform cutting, drilling and shaping processes on metal. Understand and be able to case harden metal. Use of CAD/CAM to design and produce the handle.</p> <p>Analysis of work of existing designers. Evaluation of design ideas. Evaluation of modelling of design. Evaluation of final product.</p>	<p>Theme: Candle holder - focused practical task with emphasis on manufacturing techniques.</p> <p>Understand the stock forms materials are available in. Understand a range of finishes that can be applied to materials. Develop skills using a range of hand tools and machines.</p> <p>Be able to read a working drawing.</p> <p>Mark out efficiently on a given size piece of material minimising wastage. Be able to use jigs and templates to manufacture a product.</p> <p>Theme: Electronics Understand basic electronic principles and be able to apply them to manufacturing products.</p>	<p>Theme: Mechanical Toy - focused practical task with emphasis on using cams and levers to create movement.</p> <p>Understand the main classifications of timber and the environmental considerations of using it. Understand how cams and levers can be used to create movement. Understand the use of jigs and templates as an aid to manufacturing in quantity. Application and record of risk assessment and health and safety for manufacturing tasks. Identify safety needs of the toy and understand the needs for standards of safety. Have a knowledge of the safety symbols which are used on toy products. Understand the difference between clearances and push fit holes.</p> <p>Mark out efficiently on a given size piece of material minimising wastage. Be able to use jigs and templates to manufacture a product. Use a lathe to turn a circle from square blanks. Perform cutting, drilling and shaping skills using hand and machine tools on wood. Applying a finish to wood.</p>
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				Evaluation of production of the product linked to quality control. Evaluation of final product.
Drama	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO3: To demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4: To analyse and evaluate individual performance and the work of others.</p>	<p>Introduction to the course. Looking at Knowledge and Understanding in Drama.</p> <p>Focus on written exam paper and evaluating drama and preparing students with the basic KNOWLEDGE of drama.</p> <p>Students to explore the set text - Blood Brothers and complete practical activities to support them in writing about drama.</p> <p>Theatre review skills.</p>	<p>Focus on creating a devised piece from a range of stimuli. Students explore devised productions and the intentions on audience.</p> <p>Introduction to drama theory. Students to learn about devised techniques and processes through their specialism (acting/design option)</p> <p>Students to learn general key drama theory to analyse the conventions used in devising.</p> <p>Study how to write a detailed portfolio on their rehearsal and production of their devised drama.</p>	<p>Students will learn how to prepare and rehearse for performing a text for performance</p> <p>Focus on study and approaches to interpreting two script extracts in a group/pair or solo.</p> <p>PRACTICAL PRODUCTION - Students will perform these two short extracts from a set brief that will test a wider understanding of the areas of study and specialism chosen studied on the course.</p>
Food Preparation and Nutrition	<p>A01: Preparing to cook.</p> <p>A02: Understanding Food.</p> <p>A03: Exploring balanced diets.</p> <p>A04: Plan and produce dishes in response to a brief.</p>	<p>Students will begin the course by identifying hazards and hygiene of a room and equipment. They will then acquire an understanding of the use of utensils and equipment. Be able to link equipment to specific dishes. Understand safe cleaning of work area and equipment. Understand function of ingredients and be able to describe cooking skills.</p>	<p>Students will start the spring term by learning about the sensory evaluation of dishes - looking at how it effects choice of ingredients. Students will also acquire understanding of how different social and environmental factors effect food choices e.g. vegetarianism, fair trade, organic.</p>	<p>In the summer term students will start to analyse the nutritional content of recipes in greater detail.</p> <p>They will explore the nutrients needed for different stages of life and for people with different dietary restrictions such as women who are pregnant.</p>

		<p>Students will then look at the food groups different ingredients come from and the contribution they make to our diets.</p> <p>Evaluation of completed dishes.</p>	<p>Linking to the above students will learn about different sources of food, countries of origin, seasonality. Students will explore cultural differences in cuisine that links to where/when food ingredients are sourced.</p> <p>Evaluation of completed dishes.</p>	<p>Students will be given a range of briefs to complete that include a range of dishes that are suitable for different dietary needs.</p>
Media Studies	<p>AO1: To develop understanding of how Media Language, Representation, Media industries and Audience impact the media landscape.</p> <p>AO2: To apply knowledge and understanding of media theory.</p> <p>AO3: To demonstrate practical skills and understanding.</p>	<p>Introduction to the course. Looking at RAIL (Representation, Audience, Industry and Media Language.)</p> <p>Focus on RAIL in Newspapers. Students to complete a case study and demonstrate understanding of RAIL. Students to explore tabloid and broadsheet papers.</p> <p>Focus on RAIL in Advertising and Marketing. Students to complete a case study and demonstrate understanding of RAIL. Students to explore traditional and online campaigns.</p> <p>Focus on RAIL in Video games. Students to complete a case study and demonstrate understanding of RAIL. Students to look at the rise of video games and the impact of mobile gaming.</p>	<p>Focus on RAIL in Film and Television. Students to complete a case study and demonstrate understanding of RAIL. Students explore historical productions and the influence on society.</p> <p>Introduction to Media theory. Students to learn about narrative and audience theory including Uses and Gratifications, Todorov's equilibrium theory and Propp's stock characters.</p> <p>Students to learn general key media theory such as connotation and denotation along with exploring Semiotics.</p>	<p>Focus on RAIL in Radio. Students to complete a case study and demonstrate understanding of RAIL. Students explore differing radio stations and the audience/mission statements they have.</p> <p>Focus on RAIL in Magazines. Students to complete a case study and demonstrate understanding of RAIL. Students explore various magazines, target audiences and developments through NDM (new digital media).</p> <p>Focus on RAIL in Crime dramas. Students to complete a case study exploring the evolution of crime dramas from a historical view point.</p> <p>4. PRACTICAL PRODUCTION - CRIME DRAMA OPENING SEQUENCE. Students will create an opening sequence for a crime drama from a</p>

				set brief that will test a wider understanding of RAIL.
Music	Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.	<p>The elements of music. Ensuring student have a good basic knowledge of the building blocks of music.</p> <p>This will be done through a range of performance, listening and harmony tasks.</p> <p>Main assessment; Solo Performance</p>	<p>Musical analysis.</p> <p>Area of Study; Vocal music</p> <p>This component gives students the opportunity to reflect on, analyse and evaluate music in aural and/or written form. To achieve these objectives students, need to use their knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context of music within the areas of study.</p> <p>These critical judgements will require the use of attentive listening, aural perception and specific music vocabulary associated with a particular style or genre. These areas of study also provide opportunities for students to demonstrate their contextual understanding of music when performing and composing. Students will learn the content of musical elements, musical contexts and musical language.</p> <p>Students will also complete a group performance task.</p>	<p>Continuing the study of Vocal music whilst also exploring musical composition.</p> <p>Students will be required to demonstrate the ability to:</p> <ul style="list-style-type: none"> ● make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses, and responding to a brief or commission supplied by others ● compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources.

<p>GCSE P.E.</p>	<p>AO2: To develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and wellbeing.</p> <p>AO2: To develop knowledge and understanding of sport psychology.</p> <p>AO2: To develop knowledge and understanding of socio-cultural influences and sport.</p> <p>AO3: To demonstrate practical skills in a range of activities and to start analysing practical performances.</p>	<p>Students to understand health emotionally, physically and socially.</p> <p>Students to understand the impact of fitness on wellbeing and develop an insight to different lifestyle choices and evaluate the positive and negative impact of these choices.</p> <p>Students to explain what a sedentary lifestyle is and be able to recognise the consequences of this kind of lifestyle.</p> <p>Students to interpret and analyse graphical representation of data associated with trends in physical health issues.</p> <p>Students to understand the nutritional requirements and ratio of nutrients for a balanced diet.</p> <p>Students to explain the role of macronutrients and micronutrients and understand the importance of all of the nutrients.</p> <p>Students to understand the term optimum weight and explain the factors which affect it.</p>	<p>Students to understand how to classify sports skills using a continuum.</p> <p>Students to understand different practice structures.</p> <p>Students to understand how to apply the best practice to different skills.</p> <p>Students to use goal setting and SMART goals to improve performance.</p> <p>Students to understand the different types of guidance and identify the advantages and disadvantages of each type.</p> <p>Students to understand how feedback and different types of feedback can optimize performance.</p> <p>Students to understand the importance of mental preparation for sports performers.</p>	<p>Students to understand how different social groups are engaged in sport.</p> <p>Students to interpret and analyse data on graph about participation rates in sport.</p> <p>Students to understand the term 'commercialisation of sport' and be able to identify the advantages and disadvantages of this.</p> <p>Students to identify the different between sportsmanship and gamesmanship.</p> <p>Students to understand the different types of behavior in sport.</p>
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Photography	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language.</p>	<p>Composition- Students will learn about the main rules of composition used by photographers.</p> <p>Students will independently research a range of inspirations and contextualise their own work by making reference to and understanding the work of others.</p> <p>Students will take place in a range of photographic workshops on location and in the studio creating landscape, still life and portrait images.</p> <p>Students will create a digital sketchbook using Power Point and later create a bound hard copy.</p>	<p>Digital, Physical and 3D Manipulation- Students will start to consider the manipulation of a photograph once it has been captured.</p> <p>Students will discover how to create a range of effects on using Adobe Photoshop to digitally change and enhance their images.</p> <p>Students will also learn how to print their images on to a range of surfaces and how they can be physically altered to change their effect and presentation.</p> <p>Students will also use their images to create 3D sculptures and arrangements and consider a range of presentation techniques.</p>	<p>Contained and Constrained Students work with a give theme to develop towards a final piece.</p> <p>Students consider a range of possible starting points and gather their own inspirational imagery.</p> <p>Students take a several sets of photographs in response to the theme and the work they have studied/collected.</p> <p>Students produce a final piece in exam conditions as a way to prepare them for the expectations of their final exam in Year 11.</p>
Psychology	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgments and draw conclusions.</p>	<p>Introduction to the course. What is Psychology? Basic introduction to the course and the assessments, students will have an understanding of what they are studying.</p> <p>Each approach introduced.</p> <ul style="list-style-type: none"> -learning approach -psychodynamic -biological -cognitive 	<p>Memory – What is memory? Link to cognitive psychology.</p> <p>The process of memory – working memory model vs. multi-store model.</p> <p>Features of STM and LTM. Case studies – forgetting.</p> <p>How memory is encoded.</p> <p>Exam question focus.</p>	<p>Language thought and communication</p> <p>The possible relationship between language and thought.</p> <p>The effect of language and thought on our view of the world.</p> <p>Differences between human and animal communication.</p> <p>Non-verbal Communication.</p>

		Mini research project linked to research methods.	<p>Developmental – stages of development.</p> <p>Theory linked to education and intelligence.</p> <p>The effects of learning. Analyse and evaluate Mindset theory and Learning theory linked to developmental psychology.</p>	<p>Explanations of non-verbal behavior.</p> <p>Exam question focus.</p>
BTEC Animal Care	<p>AO1: To develop understanding of animal health. This will include identifying the importance of animal health.</p> <p>AO2: To apply knowledge and understanding of health and safety to ourselves and animals.</p> <p>AO3: To demonstrate practical skills when handling animals.</p>	<p>Introduce students to this unit by examining the importance of animal health in relation to provision of the five animal welfare needs.</p> <p>Introduce the importance of health and safety when working with animals.</p> <p>Understand the levels of monitoring required and the frequency at which various signs of monitoring are undertaken: daily visual checks, weekly physical checks, weight assessment.</p> <p>Introduce record keeping and necessary animal history, including life stage.</p>	<p>Understand the essential signs of good health an ill heath in animals. Identify the importance of monitoring health, especially in relation to the Animal Welfare Act 2006.</p> <p>Understand common diseases, their causes, transmission and treatment. Investigate the quantitative checks undertaken in veterinary practices.</p> <p>Understand the signs, symptoms, prevention and treatment of common parasites. Study common parasites under the microscope. Be able to identify and recognize common parasites in various animals.</p>	<p>Understand safe handling and restraint techniques. The initial focus on competence and safety. Demonstrate how to approach, handle and restrain animals safely.</p> <p>Assignment 1 – Risks when working with Animals.</p> <p>Develop an in depth understanding of safe behaviour in accordance with health and safety legislation and animal welfare legislation. Assessment 2 - Animal handling and restraint</p>
BTEC Childcare	AO1: Understand growth and development in children.	Introduction to the course. Looking at the difference between growth and	Focus on the milestone of development from birth onwards. To	In the summer term students will acquire an understanding of how

	<p>AO2: Understand the characteristics of a child's development from birth to eight year.</p> <p>AO3: Understand how adults in early year settings can support a child's development.</p>	<p>development. Understanding and discussing the different types of development. This includes gross motor, fine motor, cognitive, communication and language development.</p> <p>The links between areas of development and how each area may complement each other. This will involve looking at development in a holistic manner and explore the concepts in building good relationships.</p>	<p>focus on the fact that children develop at different rates and to map out different activities for different age ranges.</p> <p>Focus on the characteristic of children's development, Gross motor development: Newborns are born with reflexes – sucking, rooting, startling, grasping – which help them survive. Movements are uncontrolled and uncoordinated. Below is an example of what students will learn in relation to developments and why they are important:</p> <ul style="list-style-type: none"> ● At three months able to lift up head and chest when on their stomachs and bring hands together over body. ● At six months can roll over from back to front. ● At nine months can sit unsupported and is usually mobile by crawling or rolling, may pull up to stand alone and walk by holding on to furniture. ● At twelve months pulls up to stand, stands alone, walks holding on to furniture. 	<p>child-minders, nursery and reception workers can help in developing the gross motor, fine, cognitive, emotional and social development in children.</p> <p>Students will explore the role the practitioner has in and out of the workplace in ensuring a child develops accordingly.</p> <p>Students will also look at what happens if these areas are not nurtured in the right way and the possible consequences.</p>
PSHCE		<p>Bullying & Discrimination: Forms of bullying, coping strategies, responsibilities. Linked to Wellbeing Emotional Wellbeing:</p>	<p>Careers What are your skills & abilities. Researching career ideas. SRE Sex, Relationship Education: Abuse,</p>	<p>sexting, pornography. Poverty: Worldwide, UK,</p>

		Peer pressure, stress, exams, support networks.	Consent.	Life chances, Social inequality.
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