

English

Long term plan Year 9 2021-22

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 th /7 th Inset days												
Assume this will be an induction week for students		Noughts and Crosses	Noughts and Crosses	Noughts and Crosses	Noughts and Crosses	Noughts and Crosses	Noughts and Crosses	Noughts and Crosses	Noughts and Crosses	Noughts and Crosses	Hear my Voice	Hear my Voice
Common Assessment points			Whole class feedback window			Noughts & Crosses formal assessment						
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
Hear my Voice	Hear my Voice	Hear my Voice	Of Mice and Men	Of Mice and Men	Of Mice and Men	Of Mice and Men	Of Mice and Men	Of Mice and Men	Of Mice and Men	Of Mice and Men	Of Mice and Men	An Inspector Calls
			Whole class feedback window				Of Mice & Men formal assessment					
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
An Inspector Calls	An Inspector Calls	An Inspector Calls	An Inspector Calls	An Inspector Calls	An Inspector Calls	An Inspector Calls	An Inspector Calls	Anthology: Power of Humans	Anthology: Power of Humans	Anthology: Power of Humans	Anthology: Power of Humans	
		Whole class feedback window					End year assessment					

Maths Year 9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days Straight line graphs		Forming and solving equations		Testing conjectures		Three-dimensional shapes			Constructions and congruency		
	<ul style="list-style-type: none"> Lines parallel to the axes, $y = x$ and $y = -x$ Using tables of values Compare gradients Compare intercepts Understand and use $y = mx + c$ Write an equation in the form $y = mx + c$ Find the equation of a line from a graph Interpret gradient and intercepts of real-life graphs Model real-life graphs involving inverse proportion Explore perpendicular lines 		<ul style="list-style-type: none"> Solve one and two step equations and inequalities Solve one and two step equations and inequalities with brackets Inequalities with negative numbers Solve equations with unknowns on both sides Solve inequalities with unknowns on both sides Solving equations and inequalities in context Substituting into formulae and equations Rearranging formulae (one step) Rearrange formulae (two step) Rearrange complex formulae including brackets and squares 		<ul style="list-style-type: none"> Factors, multiples and primes True or false? Always, sometimes, never true Show that Conjectures about number Expand a pair of binomials Conjectures with algebra Explore the 100 grid 		<ul style="list-style-type: none"> Know names of 2D and 3D shapes Recognise prisms (including language of edges/vertices) Accurate nets of cuboids and other 3D shapes Sketch and recognise nets of cuboids and other 3D shapes Plans and elevations Find area of 2D shapes Surface area of cubes and cuboids Surface area of triangular prisms Surface area of a cylinder Volume of cubes and cuboids Volume of other 3D shapes – prisms and cylinders Explore volumes of cones, pyramids and spheres 			<ul style="list-style-type: none"> Draw and measure angles Construct and interpret scale drawings Locus of distance from appoint Locus of distance from a straight line/shape Locus equidistant from two points Construct a perpendicular bisector Construct a perpendicular form a point Construct a perpendicular to a point Locus of distance from two lines Construct an angle bisector Construct triangles from given information Identify congruent figures Explore congruent triangles Identify congruent triangles 		
										Assessment 1		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
	Numbers		3/1/22 Bank hol Using percentages		Maths and money		Deduction		Rotation and translation		Pythagoras' Theorem	
	<ul style="list-style-type: none"> Integers, real and rational numbers Understand and use surds Work with directed number Solve problems with integers Solve problems with decimals HCF and LCM Adding and subtracting fractions Multiplying and dividing fractions Solve problems with fractions Numbers in standard form 		<ul style="list-style-type: none"> Use the equivalence of fractions, decimals and percentages Calculate percentage increase and decrease Express a change as a percentage Solve reverse percentage problems Recognise and solve percentages problems (non-calculator) Recognise and solve percentages problems (calculator) Solve problems with repeated percentage change 		<ul style="list-style-type: none"> Solve problems with bills and bank statements Calculate simple interest Calculate compound interest Solve problems with Value Added Tax Calculate wages and taxes Solve problems with exchange rates Solve unit pricing problems 		<ul style="list-style-type: none"> Angles in parallel lines Solve angle probl3ms (using chains of reasoning) Angle problems with algebra Conjectures with angles Conjectures with shapes Link constructions and geometrical reasoning 		<ul style="list-style-type: none"> Identify the order of rotational symmetry of a shape Compare and contrast rotational symmetry with lines of symmetry Rotate a shape about appoint on a shape Rotate a shape about appoint not on a shape Translate points and shapes by a given vector Compare rotation and reflection of shapes Find the result of a series of transformations 		<ul style="list-style-type: none"> Squares and square roots Identify the hypotenuse of a right-angles triangle Determine whether a triangle is right-angled Calculate the hypotenuse of a right-angled triangle Calculate missing sides in right-angled triangles Use Pythagoras theorem on coordinate axes Explore proofs of Pythagoras' theorem Use Pythagoras' theorem in 3D shapes 	
										Assessment 2		

	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	Enlargement and similarity		Solving ratio & proportion problems		2/5 May bank hol Rates		Revision week	Assessment week	Probability		Algebraic representation	J2J starts 3 weeks + enrichment week
	<ul style="list-style-type: none">Recognise enlargement and similarityEnlarge a shape by a positive integer scale factorEnlarge a shape by a positive integer scale factor from a pointEnlarge a shape by a positive fractional scale factorEnlarge a shape by a negative scale factorWork out missing sides and angles in a pair of given similar shapesSolve problems with similar trianglesExplore ratios in right-angled triangles		<ul style="list-style-type: none">Solve problems with direct proportionDirect proportion and conversion graphsSolve problems with inverse proportionGraphs of inverse relationshipsSolve ratio problems given the whole or a partSolve 'best buy' problemsSolve problems ratio and algebra		<ul style="list-style-type: none">Solve speed, distance and time problems without a calculatorSolve speed, distance and time problems with a calculatorUse distance-time graphsSolve problems with density, mass and volumeSolve flow problems and their graphsRates of change and their unitsConvert compound units				<ul style="list-style-type: none">Single event probabilityRelative frequencyExpected outcomesIndependent eventsUse tree diagramsUse tree diagrams to solve 'without replacement' problemsUse diagrams to work out probabilities		<ul style="list-style-type: none">Draw and interpret quadratic graphsInterpret other graphs, including reciprocal and piece-wiseInvestigate graphs of simultaneous equationsRepresent inequalities	
								EOY Assessment				

- Points in bold denotes greater depth
- Points in red denotes a review step for content covered in previous years

SCIENCE

Long term plan Year 9 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days											
		Introduction Lab familiarisation Routines	Genes: Variation (continue from Yr 8 Plant adaptation, animal adaptation CMP and DIRT)	Reactions: Types of reactions	Reactions: Types of reactions	Reactions: Types of reactions CMPand DIRT	Electromagnets: Voltage and Resistance	Electromagnets: Voltage and Resistance	Electromagnets: Voltage and Resistance (DIRT and CMP)	Earth: Climate	Earth: Climate CMP and DIRT Earth: Using resources	Earth: Using resources DIRT and CMP
	Common Assessment points											
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Waves: Wave effects and properties	Waves: Wave effects and properties	Waves CMP and DIRT	Reactions: chemical energy	Reactions: chemical energy CMP and DIRT	Electromagnets: Magnetism And electromagnets	Electromagnets: Magnetism And electromagnets	Electromagnets: Magnetism & electromagnets CMP and DIRT	Genes: Inheritance	Genes: Inheritance	Genes: Inheritance	Genes: Inheritance CMP and DIRT
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	Forces: Contact forces	Forces: Contact forces	Genes: Evolution	Genes: Evolution	Revision	Revision	Revision	Assessment DIRT from QLA	Forces: Pressure	Forces: Pressure	Energy: Work	J2J starts 3 weeks + enrichment week Complete B1 Cells GCSE
							Y9 End Year Assessments	Y9 End Year Assessments				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
Engineering Design	6 th /7 th Inset days											
	Lamp project Research/cultural Context: explore Japanese Culture	Lamp project: Research/Cultural Context: Investigate Japanese artists, designers, engineering & Architects.	Lamp project: Research: Explore and analyse different types of mood lamps for the home through primary research	Lamp project: Research: Explore and analyse different types of mood lamps for the home through secondary research	Lamp project: Technical knowledge: Specification based on research	Lamp project: Design: Rendering techniques	Lamp project: Design: 2D drawing, annotated and evaluated initial designs	Lamp project: Design: 2D drawing, annotated and evaluated initial designs	Lamp project: Design: 3D drawing, annotated and evaluated isometric drawings	Lamp project: Design: 3D drawing, annotated and evaluated isometric drawings	Lamp project: Design: Technical Knowledge: 2D design CAD/CAM drawings	Lamp project: Design: Technical Knowledge: 2D design CAD/CAM drawings
	Assessment points identified			Research			Rendering techniques			Isometric drawing		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
Engineering Design			3/1/22 Bank hol									
	Lamp project: Design: Technical Knowledge: 2D design CAD/CAM drawings	Lamp project: Research: Technical knowledge: Research into materials—woods	Lamp project: Research: Technical knowledge: Research into materials—plastics/polymers	Lamp project: Design: Final annotated design of lamp – 3 D drawing	Lamp project: Design: Final annotated design of lamp – 3 D drawing	Lamp project: Design: Technical knowledge: Engineering drawings	Lamp project: Manufacture: Pine box practical	Lamp project: Manufacture: Pine box practical	Lamp project: Manufacture: Pine box practical	Lamp project: Manufacture: Laser cut lamp shade	Lamp project: Manufacture: Laser cut lamp shade	Lamp project: Manufacture: Laser cut lamp shade
	CAD/CAM drawing			Annotations			Engineering drawings			Base manufacture		
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Engineering Design					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Lamp project: Manufacture: Circuit board – soldering iron/ theory	Lamp project: Manufacture: Circuit board	Lamp project: Manufacture: Assembly of lamp	Lamp project: Manufacture: Assembly of lamp	Lamp project: Technical knowledge: Theory revision plastics	Lamp project: Technical knowledge: Theory revision woods	Lamp project: Technical knowledge: Theory revision circuits	Lamp project: Technical knowledge: End of unit exam	Lamp project: Manufacture: Evaluation: Peer evaluation	Lamp project: Manufacture: Evaluation: Evaluation against specification		
		Circuit assembly					End year assessment	End Year Assessment				

No child left behind

Design Technology -Y9 Hospitality and Catering

Long term plan (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J) – In year 9 students have 1 hour of Hospitality and Catering learning a week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
Hospitality and Catering	6 th /7 th Inset days											
	Classroom refresher – Rules & Hygiene	An intro to H&C – What is the Eatwell Guide.	What are the dietary guidelines.	What is a balanced diet? Tuna Pasta Bake	What are nutrients? Why do we need them?	Shepherds Pie / Cheese crusted Leeks.	What is protein HBV / LBV?	Quorn based chilli con carne	Fats & Oils	Impact of lack of fat in cooking. Swiss roll.	How to increase vitamins & minerals.	Practical spicy lentil & tomato soup.
	Assessment points identified					Teacher assessment	DIRT/Progress time					
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
Hospitality and Catering			3/1/22 Bank hol									
	Christmas cookery Gingerbread	Christmas cookery - Decoration	Dietary needs of pre school children	Plan a party menu	Carbohydrates and staple foods	Risotto practical	Eggsperiment cooking process	Contamination threats	Avoid cross-contamination. Chicken and veg chow mein.	Micro organisms in food. Yeast & mould.	Bread-making	Bread-making
	Teacher assessment point	DIRT/Progress Time							Teacher assessment point	DIRT/Progress time		
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Hospitality and Catering					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Taste test and evaluation	Introduction to Afternoon Tea project	Cupcaker making	Components of afternoon tea	Combination of ingredients.	Theory of pastries.	Palmier practical	Research afternoon tea themes.	Scones practical.	Afternoon tea project	Afternoon tea project final.	
							End year assessment	End Year Assessment			Afternoon tea theme teacher final assessment.	

Design Technology -Y9 Photography

Long term plan (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
Photography	6 th /7 th Inset days											
	The Basics Introduce and record information about a DSLR Camera	The Basics Explore (use) the different focusing methods on a DSLR camera.	The Basics Develop Photoshop skills by using selection and desaturation tool.	The Basics Explore (use) the different focusing methods on a DSLR camera.	The Basics Compare the different ISO settings on a digital camera and explore the effect these have on the final image	The Basics Develop Photoshop skills by using selection and hue and saturation tools	The Basics Develop observation drawing and tonal shading skills	The Basics Introduce and describe compositional rules/guidelines	The Basics Apply the compositional rules/guidelines to a range of photographs taken on the school site	The Basics Experiment using different aperture settings and to explore the resulting effects on photographs	The Basics Develop Photoshop skills by using selection and hue and saturation tools	The Basics To practice using different shutter speed settings and to explore the resulting effects on photographs
	Assessment points identified						Mid point assessment					End of project assessment
	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
Photography			3/1/22 Bank hol									
	Textures Explore manmade and natural textures mood board	Textures Explore natural and manmade textures photos	Textures Extend use of composition/aperture and macro settings	Textures Analyse the work of Edward Weston analysis—natural Texture	Textures Explore natural still life photos—fruit and veg	Textures Develop image manipulation skills— Photoshop	Textures Explore mark making to create texture	Textures Develop observational drawing ability – natural textures/man-made textures	Textures Analyse the work of Lucy Shires analysis— manmade texture	Textures Extend observational drawing ability – natural textures/man-made textures	Textures Extend image manipulation skills— Photoshop	Textures Produce and display a natural and manmade photo outcome
				Assessment Objective 1 Analysis assessment point	Assessment Objective 3 Recording assessment point						Assessment Objective 2 Experimentation assessment point	Assessment Objective 4 Final Outcome assessment point
	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Photography					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	My Sorroundings Introduce and explore documentary photographers - independet research	My Sorroundings Examine and analyse the work of a documentary photographer analysis	My Sorroundings Experiment and recreate documentary photos	My Sorroundings Exend observational ddrawing -recording	My Sorroundings Develop an ability to produce a concept and photoshoot planning	My Sorroundings Explore and experiment with documentary photoshoot	My Sorroundings Experimentation Paint	My Sorroundings Experimentaion Mixed Media	My Sorroundings Experimentation Photoshop	My Sorroundings Documentary final outcome	My Sorroundings final outcome piece	
		Assessment Objective 1 Analysis assessment point				Assessment Objective 3 Recording assessment point				Assessment Objective 1 Analysis assessment point		

No child left behind

Art

Long term plan Year 9 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days											
	Topic: Body Adornment Focus: What is Body Adornment? Activity: Brief written piece about body adornment and labelled character. Artist link: World cultures	Topic: Body Adornment Focus: Tonal hands Activity: Recap and embed shading and tonal work from Y 8. Tonal exercises. 	Topic: Body Adornment Focus: Tonal hands Activity: Make a detailed tonal drawing of a hand using a grid. Artist link: da Vinci and the Old Masters/Moore	Topic: Body Adornment Focus: Tonal hands Activity: Continue the tonal drawing of a hand. Artist link: da Vinci and the Old Masters/Moore	Topic: Body Adornment Focus: Tonal hands Activity: Complete the tonal drawing of a hand. Artist link: da Vinci and the Old Masters/Moore	Topic: Body Adornment Focus: Mehndi Activity: Make notes about Mehndi and illustrate the typical patterns from different areas of the world. Cultural link: Mehndi	Topic: Body Adornment Focus: Mehndi Activity: Practice mixing skin tones – recap and embed work from Y7. Paint a hand. Cultural link: Mehndi	Topic: Body Adornment Focus: Mehndi Activity: Practice mixing skin tones – recap and embed work from Y7. Paint a hand. Apply Mehndi patterns. Cultural link: Mehndi	Topic: Body Adornment Focus: Maori Activity: Record notes about the characteristics of Maori tattoo designs and draw a selection of Moko/Kirituhi designs. Cultural link: Maori	Topic: Body Adornment Focus: Sailor Jerry Activity: Record notes about the characteristics of Sailor Jerry designs and draw an example. Artist link: Sailor Jerry	Topic: Body Adornment Focus: Tattoo design Activity: Create a personal design for a tattoo using aspects of Mehndi, Maori and Sailor Jerry. Cultural links: Mehdi/ Maori/Sailor Jerry.	Topic: Body Adornment Focus: Torso painting Activity: Create a painting of a torso. Artist link: da Vinci and the Old Masters
	Assessment points identified				Assessment Point 1 Strands 1/3					Assessment Point 2 Artist presentations and drawings All strands		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Body Adornment Focus: Torso painting Activity: Create a painting of a torso. Artist link: da Vinci and the Old Masters	Topic: Body Adornment Focus: Final design Activity: Apply tattoo design to torso. Cultural links: Mehdi/ Maori/Sailor Jerry.	Topic: Graffiti Focus: Overview Activity: Brief history of graffiti	Topic: Graffiti Focus: Overview Activity: Lettering and fill techniques.	Topic: Graffiti Focus: Overview Activity: Lettering and fill techniques.	Topic: Graffiti Focus: Banksy Activity: Banksy analysis. Artist link: Banksy	Topic: Graffiti Focus: Banksy Activity: Banksy sketchbook presentation. Artist link: Banksy	Topic: Graffiti Focus: Banksy Activity: Banksy stencil print. Artist link: Banksy	Topic: Graffiti Focus: Banksy Activity: Banksy stencil print. Artist link: Banksy	Topic: Graffiti Focus: Figure drawing Activity: Create an expressive ink drawing of a figure using ink and stick.	Topic: Graffiti Focus: Figure drawing Activity: Complete the expressive ink drawing of a figure using ink and stick.	Topic: Graffiti Focus: Martin Watson Activity: Create a stencil print of a figure in the style of Martin Watson. Artist link: Martin Watson
		Assessment Point 3 Strands 1/3									Assessment Point 4 Strands 1/3	
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic: Graffiti Focus: Martin Watson Activity: Complete a stencil print of a figure in the style of Martin Watson. Artist link: Martin Watson	Topic: Graffiti Focus: Martin Watson Activity: Create clothing. for the figure in the style of Martin Watson Artist link: Martin Watson	Topic: Graffiti Focus: Martin Watson Activity: Complete the painting of the clothing. Artist link: Martin Watson	Topic: The Lion King Focus: Wild animal drawing Activity: Create a detailed drawing of a wild animal	Topic: The Lion King Focus: Wild animal drawing Activity: Complete the detailed drawing of a wild animal	Topic: The Lion King Focus: Wild animal drawing Activity: Create a detailed drawing of the eye and surrounding markings of a wild animal	Topic: The Lion King Focus: Wild animal drawing Activity: Complete the detailed drawing of the eye and surrounding markings of a wild animal	Topic: The Lion King Focus: Print/fabric design Activity: Research costume/fabric design. Create a design for a repeat relief print using animal markings.	Topic: The Lion King Focus: Wild animals Activity: Cut the design for a relief print into Styrofoam.	Topic: The Lion King Focus: Wild animals Activity: Cut the design for a relief print into Styrofoam.	Topic: The Lion King Focus: Wild animals Activity: Print the repeat print onto paper/fabric.	
			Assessment Point 5 All strands				End year assessment	End Year Assessment 6 All strands			Assessment 7 Strands 1/3	

No child left behind

Art

Long term plan Year 9 Nurture Group 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days											
		Topic: Body Adornment Focus: What is Body Adornment? Activity: Brief written piece about body adornment and labelled character. Artist link: World cultures	Topic: Body Adornment Focus: Tonal hands Activity: Shade in a printed hand template to make a 3C hand drawing. Artist link: da Vinci and the Old Masters/Moore	Topic: Body Adornment Focus: Tonal hands Activity: Continue the tonal drawing of a hand. Artist link: da Vinci and the Old Masters/Moore	Topic: Body Adornment Focus: Mehndi Activity: Make simple notes about Mehndi and illustrate the typical patterns from different areas of the world with printouts and drawn examples. Cultural link: Mehndi	Topic: Body Adornment Focus: Mehndi Activity: Continue to draw examples of Mehndi patterns. Cultural link: Mehndi	Topic: Body Adornment Focus: Mehndi Activity: Practice mixing skin tones – recap and embed work from Y7. Paint a hand. Cultural link: Mehndi	Topic: Body Adornment Focus: Mehndi Activity: Practice mixing skin tones – recap and embed work from Y7. Paint a hand. Apply Mehndi patterns. Cultural link: Mehndi	Topic: Body Adornment Focus: Maori Activity: Make simple notes about the characteristics of Maori tattoo designs and draw a selection of Moko/Kirituhi designs. Cultural link: Maori	Topic: Body Adornment Focus: Sailor Jerry Activity: Record notes about the characteristics of Sailor Jerry designs and draw an example. Artist link: Sailor Jerry	Topic: Body Adornment Focus: Tattoo design Activity: Create a personal design for a tattoo using aspects of Mehndi, Maori and Sailor Jerry. Cultural links: Mehndi/ Maori/Sailor Jerry.	Topic: Body Adornment Focus: Torso painting Activity: Create a painting of a torso on a printed template. Artist link: da Vinci and the Old Masters
	Assessment points identified							Assessment Point 1				
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Body Adornment Focus: Torso painting Activity: Complete the painting of a torso on a printed teplate. Begin to apply the tattoo design to the torso. Artist link: da Vinci and the Old Masters	Topic: Body Adornment Focus: Final design Activity: Apply tattoo design to torso. Cultural links: Mehdi/ Maori/Sailor Jerry.	Topic: Graffiti Focus: Overview Activity: Brief history of graffiti	Topic: Graffiti Focus: Overview Activity: Lettering and fill techniques using printed letter shapes – their own name..	Topic: Graffiti Focus: Overview Activity: Lettering and fill techniques using printed letter shapes - their own name..	Topic: Graffiti Focus: Banksy Activity: Simple notes about Banksy. Stick in examples of his work. Artist link: Banksy	Topic: Graffiti Focus: Banksy Activity: Banksy stencil print using a pre-cut stencil. Artist link: Banksy	Topic: Graffiti Focus: Banksy Activity: Banksy stencil print. Artist link: Banksy	Topic: Graffiti Focus: Figure drawing Activity: Create an expressive ink drawing of a figure using ink and stick	Topic: Graffiti Focus: Figure drawing Activity: Complete the expressive ink drawing of a figure using ink and stick.	Topic: Graffiti Focus: Martin Watson Activity: Complete a stencil print of a figure in the style of Martin Watson using a pre-cut stencil. Artist link: Martin Watson	Topic: Graffiti Focus: Martin Watson Activity: Create a stencil print of a figure in the style of Martin Watson. Artist link: Martin Watson
		Assessment Point 2								Assessment point 3		
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic: Graffiti Focus: Martin Watson Activity: Students create a painting of their name or a tag. Artist link: Martin Watson	Topic: Graffiti Focus: Martin Watson Activity: Use a photocopy of the name to cut up to create collaged clothing. for the figure in the style of Martin Watson Artist link: Martin Watson	Topic: Graffiti Focus: Martin Watson Activity: Complete the clothing. Artist link: Martin Watson	Topic: The Lion King Focus: Wild animal drawing Activity: Create a detailed drawing of a wild animal	Topic: The Lion King Focus: Wild animal drawing Activity: Complete the detailed drawing of a wild animal	Topic: The Lion King Focus: Wild animal drawing Activity: Create a drawing of the eye and surrounding markings of a wild animal	Topic: The Lion King Focus: Wild animal drawing Activity: Research costume/fabric design. Create a design for a repeat relief print using animal markings	Topic: The Lion King Focus: Print/fabric design Activity: Complete the design for a repeat relief print using animal markings.	Topic: The Lion King Focus: Wild animals Activity: Cut the design for a relief print into Styrofoam.	Topic: The Lion King Focus: Wild animals Activity: Cut the design for a relief print into Styrofoam.	Topic: The Lion King Focus: Wild animals Activity: Print the repeat print onto paper/fabric.	
			Assessment point4				End year assessment	End Year Assessment Assessment point 5				

Long term plan Year 9 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 th /7 th Inset days												
Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: Naturalistic Theatre - Conflict theme, with an emphasis on the style of naturalism and Stanislavski techniques.	Topic: 'A Modern Christmas Carol' - exploring characters and drama techniques linked to previously learnt styles including Pantomime and Musical Theatre.	Topic: 'A Modern Christmas Carol' - exploring characters and drama techniques linked to previously learnt styles including Pantomime and Musical Theatre.	Topic: 'A Modern Christmas Carol' – exploring characters and drama techniques linked to previously learnt styles including Pantomime and Musical Theatre.	Topic: 'A Modern Christmas Carol' - exploring characters and drama techniques linked to previously learnt styles including Pantomime and Musical Theatre.	Topic: 'A Modern Christmas Carol' - exploring characters and drama techniques linked to previously learnt styles including Pantomime and Musical Theatre.
Focus: Devise, rehearse and perform a scene based on a given stimulus.	Focus: 'Naturalistic/Stanislavski acting techniques' (relaxation, emotional memory & 'Hot seating'/'Magic if') & performance of a short script.	Focus: 'Naturalistic/Stanislavski acting techniques' (units, objectives & super objectives) & devising a scene based on a given scenario.	Focus: 'Naturalistic/Stanislavski acting techniques' (units, objectives & super objectives) & devising a scene based on a given scenario.	Focus: 2 options-Option 1 allows more variety & option 2 allows more time to embed specific skills.	Focus: Scripted repertoire from Mugged by Andrew Payne.	Focus: Scripted repertoire from Mugged by Andrew Payne.	Focus: Evaluating strengths and weaknesses.	Focus: Scripted extract - apply relevant characterisation & rehearsal skills.	Focus: Work collaboratively to begin to devise 1-4 scenes based on a 'Modern Christmas Carol'.	Focus: Take on a production role to rehearse & develop performance work.	Focus: Set 2 targets and take on a production role to rehearse & develop performance work.	Focus: Set 1 Performance target & work collaboratively to develop drama skills/rehearse and perform 'A Modern Christmas Carol'.
Main Tasks: 1.Devising, rehearsing and performing a scene based on conflict.	Main Tasks: 1.Explore naturalistic acting techniques. 2. Rehearse and embed techniques when performing a short script. 3. Peer-assessment.	Main Tasks: 1.Warm up - Explore units, objectives & super objectives. 2. Devise a scene based on a given scenario and embed naturalistic techniques. 3. Peer-assessment.	Main Tasks: 1.Warm up - Explore units, objectives & super objectives. 2. Devise a scene based on a given scenario and embed naturalistic techniques. 3. Peer-assessment.	Main Tasks (following Option 1/2 from L4) - Option 1 to: 1.Discuss the play 'Mugged'. Option 2: Examine & explore the play 'Mugged'.	Main Tasks (following Option 1/2 from L4) - Option 1 to: 1.Discuss the play 'Mugged'. Option 2: Examine & explore the play 'Mugged'.	Main Tasks (following Option 1/2 from L4) - Option 1 to: 1.Discuss the play 'Mugged'. Option 2: Examine & explore the play 'Mugged'.	Main Tasks: 1.Audit your skills. 2.Evaluate your strengths and weaknesses using 'WAGOLL'. 3.Summarise your learning (extension task). 4. Peer-assess written work.	Main Tasks: 1.Discuss Disney's A Christmas Carol trailer – setting, characterisation. 2. Class read through abridged version of play. 3. Practical exploration of play script in small groups. 4. Peer- assessment (extension task).	Main Tasks: 1.Watch video extract to highlight Scrooge's character. 2. Character development – stock characters, audience interaction, stylised acting. Aim to create at least one scene.	Main Tasks: 1.Identify, discuss and allocate production roles. 2. Characterisation of the ghosts – dialogue, costume, references made. 3. Develop scenes (aim to have 3 scenes so far). 4. Production roles – reflection and teacher assess this strand.	Main Tasks: 1 Set 2 targets – one personal and one a group target. 2. Work collectively to embed skills & techniques: Skills:	Main Tasks: 1 Set 2 targets – one personal and one a group target. 2. Work collectively to embed skills & techniques: Skills:
Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:	Key skills & techniques:
<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo	<input type="checkbox"/> Use of freeze frame. <input type="checkbox"/> Use of thought in the head &/or split screen. <input type="checkbox"/> Use of slow motion or flashback. <input type="checkbox"/> Clear use of gesture and movement. <input type="checkbox"/> Vocal expression <input type="checkbox"/> Facial expression <input type="checkbox"/> Tempo
2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.	2. Peer-assessment.

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			flashback & flashforward. 4. Peer assessment. Option 2: 1. Discuss the play 'Mugged'. 2. Artistic purpose of Mugged & Given circumstance s. 3. 'Woosh' through the script/Explore scenes and characters in Mugged.	2. Explore a scripted extract and embed the relevant naturalistic skills and techniques. 3. Peer & self-assessment.	and embed the relevant naturalistic skills and techniques. Use props where necessary. 2. All students will be assessed on their performance & rehearsal skills. 3. Peer & self-assessment.					damsel in distress) <input type="checkbox"/> Comedy style <input type="checkbox"/> Song/dance 4. Teacher assess ARE – see below.	
Assessment points identified					Week 6: Mid-Year ARE: Application of Performance skills & Knowledge - ARE: Application of rehearsal & creative skills. Teacher to update ARE tracker in student booklet.	Week 7: Mid-Year ARE: Application of Evaluative & Appreciation skills & knowledge - Teacher to update ARE tracker in student booklet.			Week 10: Mid-Year ARE: Application of Evaluative and Appreciative skills - Discuss the contribution of one or more production & performance roles. Teacher to update ARE tracker (relevant section) student booklet.	Week 11: Mid-Year ARE: Application of rehearsal & creative skills: *Work collaboratively when rehearsing and refining performance work, with some success. *Offer thoughtful & creative ideas in rehearsals, drawing upon some drama strategies covered in lessons. * Use feedback and be able to set two targets to improve own work. Teacher to update ARE tracker in student booklet.	Week 12 – Assess half of the group: Mid-Year ARE: Application of Performance skills & Knowledge ARE: Application of rehearsal & creative skills: Teacher to update ARE tracker in student booklet.
Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
Topic: 'A Modern Christmas Carol'- exploring characters and drama techniques linked to previously learnt styles including Pantomime and Musical Theatre. Focus: Work collaboratively to develop drama skills/rehearse and perform 'A Modern Christmas Carol'.	Topic: 'A Modern Christmas Carol'- exploring characters and drama techniques linked to previously learnt styles including Pantomime and Musical Theatre. Focus: Evaluating strengths and weakness. Main Tasks:	3/1/22 Bank hol Topic: Physical Theatre, 'A Curious Incident of the Dog in the Night-time' - developing drama skills and techniques linked to physical theatre through exploration of a play script. Focus: Understanding, recognise and applying physical theatre skills and techniques when	Topic: Physical Theatre, 'A Curious Incident of the Dog in the Night-time' - developing drama skills and techniques linked to physical theatre through exploration	Topic: Physical Theatre, 'A Curious Incident of the Dog in the Night-time' - developing drama skills and techniques linked to physical theatre through exploration	Topic: Physical Theatre, 'A Curious Incident of the Dog in the Night-time' - developing drama skills and techniques linked to physical theatre through exploration	Topic: Physical Theatre, 'A Curious Incident of the Dog in the Night-time' - developing drama skills and techniques linked to physical theatre through exploration of a play script. Focus: Explore and begin to embed the 'Physical and aural setting'. Main Tasks:	Topic: Physical Theatre, 'A Curious Incident of the Dog in the Night-time' - developing drama skills and techniques linked to physical theatre through exploration of a play script. Focus: Explore and begin to embed the 'Physical and aural setting'.	Topic: Physical Theatre, 'A Curious Incident of the Dog in the Night-time' - developing drama skills and techniques linked to physical theatre through exploration of a play script. Focus: Evaluating strengths and weakness.	Topic: 'Devising'- developing creative and performing skills while learning about Brechtian Theatre and embedding previously learnt techniques form other styles. Focus: Exploring Brechtian theatre. Main Tasks: 1. Learn about Brecht and Epic theatre.	Topic: 'Devising' – developing creative and performing skills while learning about Brechtian Theatre and embedding previously learnt techniques form other styles. Focus: Exploring Brechtian theatre. Main Tasks:. Model example (video clip)- Identify & discuss Brechtian techniques.	Topic: 'Devising'. developing creative and performing skills while learning about Brechtian Theatre and embedding previously learnt techniques form other styles. Focus: Explore a given scenario and apply specific techniques using a chosen style of theatre.

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<p>Main Tasks: 1 Complete skills audit/Set one group target as a focus for today's lesson. 2. Develop pieces using target/complete 1-2 warm-up activities in groups. 3. Half of group perform their pieces and the other half peer/teacher-assess.</p>	<p>1.Complete audits. 2.Evaluation: Discuss evaluation/questions and 'WAGOLL' to help complete 3 paragraphs.</p>	<p>exploring a scene from A Curious Incident.</p> <p>Main Tasks: 1.Defining physical theatre. 2.Exploring an extract from play script-Freeze framing images linked to the extract and adding speech. 4. Peer-assessment.</p>	<p>of a play script.</p> <p>Focus: Apply physical theatre skills and techniques when exploring a scene/extract .</p> <p>Main Tasks: 1.Recapping physical theatre/Warm up. 2. Exploring an extract - Freeze framing images linked to the extract and adding speech. 4. Peer-assessment.</p>	<p>of a play script.</p> <p>Focus: Apply physical theatre skills and techniques when exploring a scene/extract .</p> <p>Main Tasks:. 1. Explore 2 physical theatre exercises 'round by through' and 'learning to fly'. 3. Explore an extract from play script, embedding the physical theatre techniques. 4. Peer-assessment.</p>	<p>of a play script.</p> <p>Focus: Apply physical theatre skills and techniques when exploring a scene/extract .</p> <p>Main Tasks: 1.Summarise the play. 2. Explore Christopher's 'metaphors'. 3. Explore the Policeman and Christopher scene. 4. Peer-assessment.</p>	<p>1. Recap previous learning. 2. Analyse and discuss video clip – physical and aural setting. 3. Explore a scene, considering the physical and aural setting. 4. Peer-assessment. 5. Teacher assess 'rehearsal skills'</p>	<p>Main Tasks:. 1.Rehearse & perform scene (from previous lesson) considering the physical and aural setting. 3. Peer and teacher assessment of performances.</p>	<p>Main Tasks: 1.Complete audits. 2.Evaluation: Discuss evaluation/questions and 'WAGOLL' to help complete 3 paragraphs.</p>	<p>2. Explore Brechtian techniques (warming up and devising task). Key techniques:</p> <ul style="list-style-type: none"><input type="checkbox"/> Direct address (break the 4th wall)<input type="checkbox"/> Narrator/narration<input type="checkbox"/> Multi-rolling<input type="checkbox"/> Placards/signs<input type="checkbox"/> Tickle and slap (comedy)<input type="checkbox"/> Music and songs<input type="checkbox"/> Episodic structure<input type="checkbox"/> Political message<input type="checkbox"/> Gestus<input type="checkbox"/> Audience interaction <p>3. Peer-assessment.</p>	<p>2. Develop and perform a short Brechtian style scene using at least 2 techniques –</p> <ul style="list-style-type: none"><input type="checkbox"/> Direct address (break the 4th wall)<input type="checkbox"/> Narrator/narration<input type="checkbox"/> Multi-rolling<input type="checkbox"/> Placards/signs<input type="checkbox"/> Tickle and slap (comedy)<input type="checkbox"/> Music and songs<input type="checkbox"/> Episodic structure<input type="checkbox"/> Political message<input type="checkbox"/> Gestus<input type="checkbox"/> Audience interaction <p>2. Peer-assessment.</p>	<p>Main Tasks: 1.Recap drama styles. 2. Explore a scenario and apply specific techniques. Naturalistic/Physical theatre/Verbatim theatre/Musical theatre/Pantomime 3.Peer/self-assessment.</p>
<p>Week 13: Assess half of the group - Mid-Year ARE: Application of Performance skills & Knowledge - ARE: Application of rehearsal & creative skills: Teacher to update ARE tracker in student booklet.</p>	<p>Week 14: Mid-Year ARE: Application of Evaluative & Appreciation skills & knowledge - Teacher to update ARE tracker in student booklet.</p>					<p>Week 19: Teacher assess 'Rehearsal & creative skills' & update ARE tracker (mid and end of year) in booklet.</p>	<p>Week 20: Teacher assess 'Performance skills & knowledge' & update ARE tracker (mid and end of year) in booklet.</p>	<p>Week 21: Teacher assess 'Evaluative & Appreciative skills& knowledge. Update ARE tracker (mid and end of year) in booklet.</p>			

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	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	<p>Topic: ‘Devising’- developing creative and performing skills while learning about Brechtian Theatre and embedding previously learnt techniques form other styles.</p> <p>Focus: Explore a given scenario and apply specific techniques using a chosen style of theatre.</p> <p>Main Tasks: 1.Develop and embed specific techniques in performance work. Naturalistic/Physical theatre/Verbatim theatre/Musical theatre/Pantomime 2. Peer/self-assessment.</p>	<p>Topic: ‘Devising’- developing creative and performing skills while learning about Brechtian Theatre and embedding previously learnt techniques form other styles.</p> <p>Focus: Perform a</p> <p>Main Tasks: 1. Explore a scenario and apply specific techniques. Naturalistic/Physical theatre/Verbatim theatre/Musical theatre/Pantomime 2. Peer/self-assessment.</p>	<p>Topic: ‘Devising’- developing creative and performing skills while learning about Brechtian Theatre and embedding previously learnt techniques form other styles.</p> <p>Focus: Evaluating strengths and weakness.</p> <p>Main Tasks: 1.Complete skills audit. 2.Evaluation: Discuss evaluation/questions and ‘ WAGOLL’ to help complete written task.</p>	<p>Topic: John Godber scripts ‘Teechers’ & ‘Bouncers’. Explore & perform scripted extracts using Brechtian theatre.</p> <p>Focus: Explore a scripted extract from ‘Teechers’ using Brecht techniques.</p> <p>Main Tasks: 1.Introduction to the play, ‘Teechers’. 2.Recap and explore Brecht techniques in a given extract from ‘Teechers’.</p>	<p>Topic: John Godber scripts ‘Teechers’ & ‘Bouncers’. Explore & perform scripted extracts using Brechtian theatre.</p> <p>Focus: Explore a scripted extract from ‘Teechers’ using Brecht techniques.</p> <p>Main Tasks: Recap and explore Brecht techniques and characters in a given extract from ‘Teechers’.</p>	<p>John Godber scripts. Teechers & ‘Bouncers’. Explore & perform scripted extracts using Brechtian theatre.</p> <p>Focus: Explore a scripted extract from ‘Bouncers’ using Brecht techniques.</p> <p>Main Tasks: 1.Introduction to the play. 2.Recap and explore Brecht techniques and characters in a given extract from ‘Bouncers’.</p>	<p>John Godber scripts. Teechers & ‘Bouncers’. Explore & perform scripted extracts using Brechtian theatre.</p> <p>Focus: Performance of an extract (‘Teechers’/‘Bouncer s’) using Brecht techniques.</p> <p>Main Tasks: Recap and explore Brecht techniques and characters in a given extract from ‘Teechers’/‘Bouncers’.</p>	<p>John Godber scripts. Teechers & ‘Bouncers’. Explore & perform scripted extracts using Brechtian theatre.</p> <p>Focus: Evaluating strengths and weakness.</p> <p>Main Tasks: 1.Complete skills audit. 2.Evaluation: Discuss evaluation/questions and ‘ WAGOLL’ to help complete written task.</p>	<p>Topic: Appreciating (analysing drama skills, techniques and roles)</p> <p>Focus: Performance skills.</p> <p>Main Task: Identifying and analysing the use of performance skills in a production.</p>	<p>Topic: Appreciating (analysing drama skills, techniques and roles)</p> <p>Focus: Physical & aural setting.</p> <p>Main Task: Identifying and analysing the use of physical & aural setting in a production.</p>	<p>Topic: Appreciating (analysing drama skills, techniques and roles)</p> <p>Focus: Job Roles</p> <p>Main Task: Understanding the roles, skills and responsibilities required by non-performance roles.</p>	
	<p>Teacher assess ‘Rehearsal & creative skills’ & update ARE tracker (mid and end of year) in booklet.</p>	<p>Teacher assess ‘Performance skills & knowledge’ & update ARE tracker (mid and end of year) in booklet.</p>	<p>Teacher assess ‘Evaluative & Appreciative skills& knowledge. Update ARE tracker (mid and end of year) in booklet.</p>			<p>Teacher assess ‘Rehearsal & creative skills’ & update ARE tracker (mid and end of year) in booklet.</p>	<p>End year assessment Teacher assess ‘Performance skills & knowledge’ & update ARE tracker (mid and end of year) in booklet.</p>	<p>End Year Assessment Teacher assess ‘Evaluative & Appreciative skills& knowledge. Update ARE tracker (mid and end of year) in booklet.</p>			<p>Teacher assess ‘Evaluative & Appreciative skills& knowledge. Update ARE tracker (end of year) in booklet.</p>	

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Long term plan Year 9 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days											
	Topic 13 What are rainforests and deserts like?	Topic 13 What are rainforests and deserts like?	Topic 13 What are rainforests and deserts like?	Topic 13 What are rainforests and deserts like?	Topic 13 What are rainforests and deserts like?	Topic 13 What are rainforests and deserts like?	Topic 13 What are rainforests and deserts like?	Topic 14 Is Africa all the same?	Topic 14 Is Africa all the same?	Topic 14 Is Africa all the same?	Topic 14 Is Africa all the same?	Topic 14 Is Africa all the same?
	Assessment points identified	Climate graphs										TNCs
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic 14 Is Africa all the same?	Topic 14 Is Africa all the same?	Topic 15 Are you risk ready?	Topic 15 Are you risk ready?	Topic 15 Are you risk ready?	Topic 15 Are you risk ready?	Topic 15 Are you risk ready?	Topic 15 Are you risk ready?	Topic 15 Are you risk ready?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?
					Mid year assessment							Asia
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 16 What is Asia and the Middle East like?	Topic 17 Can we live sustainably?	Topic 17 Can we live sustainably?	Topic 17 Can we live sustainably?	
							End year assessment	End Year Assessment				

Long term plan Year 9 2021-22: History

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 th /7 th Inset days												
First World War	First World War	First World War	First World War	First World War	First World War	First World War	First World War	The Russian Revolution	The Russian Revolution	The Russian Revolution	The Russian Revolution	The Russian Revolution
Assessment points identified			Assessed piece of work on the causes WWI									
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
The Russian Revolution	The Russian Revolution	Hitler's Germany	Hitler's Germany	Hitler's Germany	Hitler's Germany	Hitler's Germany	Hitler's Germany	Hitler's Germany	Hitler's Germany	World War Two	World War Two	World War Two
Assessed piece of work on the events of the Russian Revolution						Mid-year assessment						
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
World War Two	World War Two	World War Two	The Cold War	The Cold War	The Cold War	The Cold War	The Cold War	The Cold War	20 th Century Immigration	20 th Century Immigration	20 th Century Immigration	

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		Assessed piece of work on the events of WWII					End year assessment	End Year Assessment				
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Long term plan Year 9 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 th /7 th Inset days												
	Cycle 1: September-October Half Term							Cycle 2: October Half term - Christmas				
	Lesson 1	Lesson 2						Lesson 1	Lesson 2			
	Rounders	Fitness Suite						Football	Basketball			
	Rugby	Rounders						Badminton	Football			
	Badminton	Netball (Outdoors)						Dance/Cheer	Football			
	Netball (outdoors)	Basketball						Fitness	Table Tennis			
	Rounders	Fitness						Table Tennis	Rugby			
	Fitness	Netball (Outdoors)						Football	Dance/Cheer			
	<ul style="list-style-type: none">• Age related expectations = Black• Exceeding age related expectations = Green• Lead a sport specific warm up and deliver a skill related activity justifying your choice• Demonstrate core and advanced skills in a game situation• Identify all components of fitness and apply them to sports• Understand the rules within a game and be able to officiate small sided game• Apply a range of strategies and tactics effectively to outwit your opponent• Identify strength and weaknesses in yours and your peers’ performance and relevant drills so they can be improved• Consistently have full PE kit• Attend a range of in school extra-curricular clubs• Attend sports clubs outside of school• Explain the long term benefits of exercise• Successfully officiate a full game / competition• I always volunteer to answer questions within class discussion.• I can name and locate all of the major muscles within the body we have focused on in practical lessons.• I can identify and describe three phases of a warm up.• I can recall all of the COF from our fitness SOW.• I can recall all training methods from our fitness SOW.• I have led other students in a sporting activity• I have represented school in sport or regularly attended an after school sports club.							<ul style="list-style-type: none">• Age related expectations = Black• Exceeding age related expectations = Green• Lead a sport specific warm up and deliver a skill related activity justifying your choice• Demonstrate core and advanced skills in a game situation• Identify all components of fitness and apply them to sports• Understand the rules within a game and be able to officiate small sided game• Apply a range of strategies and tactics effectively to outwit your opponent• Identify strength and weaknesses in yours and your peers’ performance and relevant drills so they can be improved• Consistently have full PE kit• Attend a range of in school extra-curricular clubs• Attend sports clubs outside of school• Explain the long term benefits of exercise• Successfully officiate a full game / competition• I always volunteer to answer questions within class discussion.• I can name and locate all of the major muscles within the body we have focused on in practical lessons.• I can identify and describe three phases of a warm up.• I can recall all of the COF from our fitness SOW.• I can recall all training methods from our fitness SOW.• I have led other students in a sporting activity• I have represented school in sport or regularly attended an after school sports club.				
Assessment points identified												
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									

Cycle 3: January - Feb Half Term

Lesson 1	Lesson 2
Rugby	Table Tennis
Basketball	Alt Sports
Table Tennis	Fitness
Football	Fitness Suite
Football	Badminton
Fitness Suite	Alt Sports

- Age related expectations = Black
- Exceeding age related expectations = Green
- Lead a sport specific warm up and deliver a skill related activity justifying your choice
- Demonstrate core and advanced skills in a game situation
- Identify all components of fitness and apply them to sports
- Understand the rules within a game and be able to officiate small sided game
- Apply a range of strategies and tactics effectively to outwit your opponent
- Identify strength and weaknesses in yours and your peers’ performance and relevant drills so they can be improved
- Consistently have full PE kit
- Attend a range of in school extra-curricular clubs
- Attend sports clubs outside of school
- Explain the long term benefits of exercise
- Successfully officiate a full game / competition
- I always volunteer to answer questions within class discussion.
- I can name and locate all of the major muscles within the body we have focused on in practical lessons.
- I can identify and describe three phases of a warm up.
- I can recall all of the COF from our fitness SOW.
- I can recall all training methods from our fitness SOW.
- I have led other students in a sporting activity
- I have represented school in sport or regularly attended an after school sports club.

Cycle 4: Feb Half Term - Easter

Lesson 1	Lesson 2
Fitness	Alt Sports
Table Tennis	Fitness
Fitness Suite	Rugby
Alt Sports	Dance/Cheer
Alt Sports	Basketball
Basketball	Rugby

- Age related expectations = Black
- Exceeding age related expectations = Green
- Lead a sport specific warm up and deliver a skill related activity justifying your choice
- Demonstrate core and advanced skills in a game situation
- Identify all components of fitness and apply them to sports
- Understand the rules within a game and be able to officiate small sided game
- Apply a range of strategies and tactics effectively to outwit your opponent
- Identify strength and weaknesses in yours and your peers’ performance and relevant drills so they can be improved
- Consistently have full PE kit
- Attend a range of in school extra-curricular clubs
- Attend sports clubs outside of school
- Explain the long term benefits of exercise
- Successfully officiate a full game / competition
- I always volunteer to answer questions within class discussion.
- I can name and locate all of the major muscles within the body we have focused on in practical lessons.
- I can identify and describe three phases of a warm up.
- I can recall all of the COF from our fitness SOW.
- I can recall all training methods from our fitness SOW.
- I have led other students in a sporting activity
- I have represented school in sport or regularly attended an after school sports club.

Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6

				2/5 May bank holiday							J2J starts 3 weeks + enrichment week
Cycle 5: Easter - May 14th							Cycle 6 May 17th - June to June				
Lesson 1	Lesson 2						Lesson 1	Lesson 2			
Softball	Badminton						Cricket	Athletics			
Fitness Suite	Cricket						Softball	Athletics			
Alt Sports	Rounders						Athletics	Cricket			
Rounders	Rugby						Cricket	Athletics			
Cricket	Fitness Suite						Athletics	Softball			
Table Tennis	Rounders						Athletics	Cricket			
<ul style="list-style-type: none">• Age related expectations = Black• Exceeding age related expectations = Green• Lead a sport specific warm up and deliver a skill related activity justifying your choice• Demonstrate core and advanced skills in a game situation• Identify all components of fitness and apply them to sports• Understand the rules within a game and be able to officiate small sided game• Apply a range of strategies and tactics effectively to outwit your opponent• Identify strength and weaknesses in yours and your peers’ performance and relevant drills so they can be improved• Consistently have full PE kit• Attend a range of in school extra-curricular clubs• Attend sports clubs outside of school• Explain the long term benefits of exercise• Successfully officiate a full game / competition• I always volunteer to answer questions within class discussion.• I can name and locate all of the major muscles within the body we have focused on in practical lessons.• I can identify and describe three phases of a warm up.• I can recall all of the COF from our fitness SOW.• I can recall all training methods from our fitness SOW.• I have led other students in a sporting activity• I have represented school in sport or regularly attended an after school sports club.							<ul style="list-style-type: none">• Age related expectations = Black• Exceeding age related expectations = Green• Lead a sport specific warm up and deliver a skill related activity justifying your choice• Demonstrate core and advanced skills in a game situation• Identify all components of fitness and apply them to sports• Understand the rules within a game and be able to officiate small sided game• Apply a range of strategies and tactics effectively to outwit your opponent• Identify strength and weaknesses in yours and your peers’ performance and relevant drills so they can be improved• Consistently have full PE kit• Attend a range of in school extra-curricular clubs• Attend sports clubs outside of school• Explain the long term benefits of exercise• Successfully officiate a full game / competition• I always volunteer to answer questions within class discussion.• I can name and locate all of the major muscles within the body we have focused on in practical lessons.• I can identify and describe three phases of a warm up.• I can recall all of the COF from our fitness SOW.• I can recall all training methods from our fitness SOW.• I have led other students in a sporting activity• I have represented school in sport or regularly attended an after school sports club.				

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Music

Long term plan Year 9 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days											
	Topic: Performance 4 Focus: Instrument technique Task: Individual/Ensemble Rehearsal	Topic: Performance 4 Focus: Instrument technique Task: Individual/Ensemble Rehearsal	Topic: Performance 4 Focus: Instrument technique Task: Individual/Ensemble Rehearsal	Topic: Performance 4 Focus: Instrument technique Task: Individual/Ensemble Rehearsal	Topic: Performance 4 Focus: Instrument technique Task: Individual/Ensemble Rehearsal	Topic: Performance 4 Focus: Instrument technique Task: Individual/Ensemble Rehearsal	Topic: Performance 4 Focus: Instrument technique Task: Individual/Ensemble Rehearsal	Topic: Reggae/Calypso Focus: Understanding / implementing History and stylistic qualities Task: Performance	Topic: Reggae/Calypso Focus: Understanding / implementing History and stylistic qualities Task: Performance	Topic: Reggae/Calypso Focus: Understanding / implementing History and stylistic qualities Task: Performance	Topic: Reggae/Calypso Focus: Understanding / implementing History and stylistic qualities Task: Performance	Topic: Reggae/Calypso Focus: Understanding / implementing History and stylistic qualities Task: Performance
	Assessment points identified						Music Assessment Strands 1,3,5,6					
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Reggae/Calypso Focus: Understanding / implementing History and stylistic qualities Task: Performance	Topic: Reggae/Calypso Focus: Understanding / implementing History and stylistic qualities Task: Performance	Topic: Music Technology Focus: Sequencing MIDI using appropriate functions Task: Sequence piece using the given chords	Topic: Music Technology Focus: Sequencing MIDI using appropriate functions Task: Sequence piece using the given chords	Topic: Music Technology Focus: Sequencing MIDI using appropriate functions Task: Sequence piece using the given chords	Topic: Music Technology Focus: Sequencing MIDI using appropriate functions Task: Sequence piece using the given chords	Topic: Music Technology Focus: Sequencing MIDI using appropriate functions Task: Sequence piece using the given chords	Topic: Music Technology Focus: Sequencing MIDI using appropriate functions Task: Sequence piece using the given chords	Topic: Film Music Focus: Understanding how music in films Task: Composition and performance of Film Music	Topic: Film Music Focus: Understanding how music in films Task: Composition and performance of Film Music	Topic: Film Music Focus: Understanding how music in films Task: Composition and performance of Film Music	Topic: Film Music Focus: Understanding how music in films Task: Composition and performance of Film Music
		Music Assessment Strands 1,3,5,6						Music Assessment Strands 2,6,7				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic: Film Music Focus: Understanding how music in films Task: Composition and performance of Film Music	Topic: Film Music Focus: Understanding how music in films Task: Composition and performance of Film Music	Topic: Concert/Product Prep Focus: Work as team to produce a product Task: Create a concert/Product (CD	Topic: Concert/Product Prep Focus: Work as team to produce a product Task: Create a concert/Product (CD	Topic: Concert/Product Prep Focus: Work as team to produce a product Task: Create a concert/Product (CD	Topic: Concert/Product Prep Focus: Work as team to produce a product Task: Create a concert/Product (CD	Topic: Concert/Product Prep Focus: Work as team to produce a product Task: Create a concert/Product (CD	Topic: Concert/Product Prep Focus: Work as team to produce a product Task: Create a concert/Product (CD	Topic: Music Tech. Ring Tone/Computer Game Focus: Working independently to create music using Music Technology Task: Create Ring Tone / Computer Game Music	Topic: Music Tech. Ring Tone/Computer Game Focus: Working independently to create music using Music Technology Task: Create Ring Tone / Computer Game Music	Topic: Music Tech. Ring Tone/Computer Game Focus: Working independently to create music using Music Technology Task: Create Ring Tone / Computer Game Music	
		Music Assessment Strands 2,3,4,5					End year assessment	End Year Assessment			Assessment Strands 2,5,6,7	

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								Summative Assessment All strands				
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Y9 OPEN MINDS

Long term plan Year 9 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days											
	Unit 9.1 Are humans addicted to conflict? L1 What is war? Assessment points identified	Unit 9.1 Are humans addicted to conflict? L2 What is the impact of war?	Unit 9.1 Are humans addicted to conflict? L3 What do pacifism and conscientious objectors do and why?	Unit 9.1 Are humans addicted to conflict? L4 What Just war theory?	Unit 9.1 Are humans addicted to conflict? L5 How justifiable are nuclear weapons?	Unit 9.1 Are humans addicted to conflict? L6 What are cults and extremism?	Unit 9.1 Are humans addicted to conflict? L7 What is terrorism?	Unit 9.2 Why do some people belief in life after death? L1 Why do some people reject the afterlife?	Unit 9.2 Why do some people belief in life after death? L2 Why do atheists believe in the afterlife?	Unit 9.2 Why do some people belief in life after death? L3 What do Christians believe about an afterlife?	Unit 9.2 Why do some people belief in life after death? L4 what do Muslims believe about the afterlife?	Unit 9.2 Why do some people belief in life after death? L5 What are other beliefs about the afterlife?
											War / Afterlife assessment	
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Unit 9.3 Inequalities in our World: what can we do? L1 How can we understand and prevent bullying?	Unit 9.3 Inequalities in our World: what can we do? L2 How can we keep safe from cyberbullying?	Unit 9.3 Inequalities in our World: what can we do? L3 How can do more to address homelessness? (Nightstop)	Unit 9.3 Inequalities in our World: what can we do? L4 Who are the street children? **	Unit 9.3 Inequalities in our World: what can we do? L5 What is forced marriage and what do karma nirvana?	Unit 9.4 Options Pathways L1 Options lesson	Unit 9.5 What is philosophy and ethics? L1 What is philosophy and ethics?	Unit 9.5 What is philosophy and ethics? L2 What are animal rights?	Unit 9.5 What is philosophy and ethics? L3 What is materialism?	Unit 9.5 What is philosophy and ethics? L4 AI: Is it real?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L1 What are the different relationships we have?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L2 Can you say that? (HBT bullying)
						Assessment 2						
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L3 Mum loves drugs more than me?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L4 What are the dangers of addiction?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L5 What are the common STIs and how can we treat them?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L6 Which is the safest contraception?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L7 How complex is consent?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L8 What are the different types of adoption?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L9 Why are there different views about abortion?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L10 Domestic violence: is it a man thing?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L11 What is female genital mutilation?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L12 How do stay safe from CCM and county lines?	Unit 9.6 How do we keep our bodies, minds and relationships healthy? L12 How do stay safe from CCM and county lines?	J2J starts 3 weeks + enrichment week
							End year assessment	End Year Assessment				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 th /7 th Inset days											
	Things that I like Using “gustar” present tense	Things that I like Using “gustar” present tense	My week Using regular present tense verbs	Discussing films Using “ir” in the present tense	A very special birthday Using the near future tense	A very special birthday Using the near future tense	Listening skills Understanding longer spoken texts Using the 4 W’s when listening	Discussing what you have to do at work Using “tener que” to describe what you have to do	Discussing what you have to do at work Using “tener que” to describe what you have to do	Describing what job you would like to do Using “me gustaría” Correct adjective agreement	Describing what you did at work yesterday Using preterite of regular verbs	Describing what you did at work yesterday Using preterite of regular verbs
	Assessment points identified					Reading	Writing	Listening		Writing - translation		Speaking
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Describing a typical day at work Using present and preterite tenses together	Describing a typical day at work Using present and preterite tenses together	Discussing a healthy diet Using negatives	Discussing an active lifestyle Using stem- changing verbs	Describing daily routine Using reflexive verbs	Describing daily routine Using reflexive verbs	Describing ailments Using different verbs to describe illness	Describing ailments Using different verbs to describe illness	Discussing getting fit Using “se debe/ no se debe”	Discussing getting fit Using “se debe/ no se debe”	Speaking skills	Discussing children’s lives around the world Using “he/she/it” forms of verbs
					Reading		Listening			Writing - translation		Speaking
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Discussing children’s rights Using the verb “poder”	Discussing environmental issues Using the “we” form of verbs	Discussing environmental issues Using the “we” form of verbs	Writing skills Accurate verbs	Reading skills Inference and decoding	Revision	Listening Reading Writing	Cultural project Understanding a Peruvian folk tale	Cultural project Understanding a Peruvian folk tale	Cultural project Acting as a Madrid tourist guide	Cultural project Acting as a Madrid tourist guide	
		Listening	Writing					End year assessment	End Year Assessment			

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Design Technology -Y9 Textiles

Long term plan (3 broadly equal terms of learning before June to June starts Mon 27th June 2022 (7-7-6-6-5-7inc J2J) – In year 9 students have 1 hour of Textiles learning a week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
Textiles	6 th /7 th Inset days											
	Pop Art Introduction Introduction to machine	Artist introduction – Andy Warhol Lip Applique in Andy Warhol style	Threading a machine. Lip applique in Andy Warhol Style	Andy Warhol screen print & Heat press painted image.	Roy Lichtenstein Artist study Bubblewrap dots & Free-Machine demo.	Roy Lichtenstein Portrait and Free machine embroidery demonstration & design	Completion of sketchbook work and samples.	DIRT Time following teacher assessed piece. Extension task	Holly Levell Artist study and lettering design. Or Claes Oldenburg – Soft Sculpture	Felt food Cut out and applique. Or development of felt food soft sculpture – link to Moschino	Development of felt food.	Completion of felt food.
	Assessment points identified			Peer / Self Assessment			Teacher assessed piece.			Peer / self assessment		Teacher assessed piece.
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
Textiles			3/1/22 Bank hol									
	DIRT Time Pop Art Christmas Card	Completion of Pop Art Christmas Card	Development of Pop Art final piece mood boards images.	Creation of Pop Art design ideas board.	Development of final piece.	Development of final piece.	Final piece assessment	DIRT Time – Optional Sarah Graham Silk painting.	Optional Sarah Graham Silk Painting.	Introduction to sea-themed project Moodboard	Colour theory painting & shaving foam marbling	Kitty Mcall Collage
				Peer / self assessment			Teacher assessed end of project.		Final project grade.			
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Textiles					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Photoshop and repeat patterns - visualisations	Completion of colour section.	Ink photogrphy	Ink drawings & developed mixed media idea.	Mixed media piece	Healy & BURke Felting sample	Felting Piece & embroidery	Felting & embroidery	CArolyn Saxby Intro & little hosues	CArolyn Saxby Heart	Carolyn Saxby Heart	
		Teacher assessed piece					End year assessment	End Year Assessment				