



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

# *Year 9 Curriculum and Assessment Guidance for Pupils and Parents*

2020 - 2021

Nurturing today's young people,  
inspiring tomorrow's leaders.



# Our Curriculum

Our aim at Eden Boys' School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to aim for the best possible standards in your studies; both at home and in school, as well as work to your full potential in all your subjects.

The curriculum that you will study during your five years with us is highly ambitious, academic and rounded in order to give you the best possible chance to succeed. Our focus is to ensure that you learn and make progress throughout your time here. We aim to develop you as a whole person through Faith and Character Education, enrichment and Leadership Development opportunities. We believe that this broad and rigorous curriculum will best equip you for pathways that lead to university, the professions and success in whatever career you eventually choose. We are determined that you will be able to compete on equal terms with pupils from the most privileged circumstances.

The curriculum is a five-year progression model. It is carefully designed, sequenced and planned so that you know more, remember more, and are able to do more across the five years.

With all of this in mind, our curriculum is designed around the following principles:

- Essential subject knowledge and terminology are carefully sequenced year-on-year
- Key subject skills and subject concepts are introduced sequentially and logically
- Content and coverage are planned to enable progress to be demonstrated and measured
- Age-related expectations can be defined (i.e. what subject learning should be mastered in each year)
- 'Catch-up and keep up' is a driving principle of the curriculum design

Your teachers are skilled in ensuring that learning is planned to build on prior learning. They use a range of strategies to ensure that you remember what you have previously been taught and further develop these skills and knowledge. These strategies include:

- Constantly referring to previous learning – e.g. starters, plenaries and discourse during lesson
- Engaging in lots of learning talk
- Vocabulary acquisition and explicit teaching of tier 3 vocabulary from year 7 onwards
- Providing you with time to independently apply your knowledge to different contexts, drawing on prior learning
- Using cumulative, age appropriate tests judiciously to inform planning and identify gaps

## New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A\* - G grades:

New GCSE grade	Old GCSE grade	Notes
9	A*	A grade 9 is a high A*.
8	A*/A	A grade 8 is a low A* or high A.
7	A	A grade 7 is a low or mid A.
6	B	A grade 6 is a high B.
5	B/C	A grade 5 is a low B or high C. This is the minimum grade for a 'strong pass'.
4	C	A grade 4 is a low or mid C.
3	D/E	A grade 3 is a D grade or high grade E.
2	E/F	A grade 2 is a low grade E or high grade F.
1	F/G	A grade 1 is a low F or G grade.

### What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'good pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'strong pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'good pass' in the new GCSEs. As a result, the number of pupils nationally who achieve a 'strong pass' is expected to drop. At our school, we will be working hard so that all pupils can aim to achieve at least a grade '5' in their GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.
- Only the very, very brightest pupils will get a Grade '9' in each subject.

### How will the new grading system affect each year group?

In September 2016, we introduced a new single grading system for all pupils. We continue to refine this in light of updated reforms. The information alongside explains how the new single grading system applies to you.

### How the Grading System Works in Year 9

- 9 - 1 grades are used - the highest possible grade is a Grade '9' and the lowest is a Grade '1'.
- In each subject, a target is set for the end of the GCSE course.
- For each subject, the half-termly report card will predict what the pupil will achieve at the end of the GCSE course.
- A Grade '5' is the minimum grade needed for a 'strong pass'.
- A Grade '6' is the minimum grade needed to study A Levels. Some A Level subjects may need a Grade '7'.

## What grade is expected at the end of each year?

Based on a range of data, you will be set challenging targets for each subject at the start of the year.

In Year 9, you will be set a target for the end of the GCSE course.

The chart below shows how you should progress from Year 7 to GCSE.

Year 7 Starting Grade	Year 7 Target Grade	Year 8 Target Grade	'New' GCSE Target (Year 9 onwards)
4c	4a	5b	9
3a	4b	5c	8
3b	4c	4a	7
3c	3a	4b	7
2a	3b	4c	6
2b	3c	3a	6
2c	2a	3b	5
1a	2b	3c	5
1b	2c	2a	4
1c	1a	2b	4
-	1b	2c	3

### How will my progress be reported during the year?

During the year, you will complete regular tests in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the course.

At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- The target grade** - this is the grade you should aim to achieve in the subject by the end of the GCSE course.
- The predicted grade** - this is the grade your teacher thinks you will achieve in the subject at the end of the GCSE course (based on your current progress).

# Year 9

## Learning Journey in:

English	6
Mathematics (Foundation)	8
Mathematics (Higher)	9
Science	10
PSHE	11
French	12
German	14
Arabic	16
History	18
Geography	19
Computer Science	20
Creative iMedia	22
Art	23
Religious Studies	24
Creative Learning	25
PE (GCSE)	26
PE (Core)	28
GCSE Specifications	30

\* Please note the long term plans are subject to change.

# English Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Themes</b>	Rebellion and Social Justice					
<b>Key Skills</b>	<p><b>Reading:</b> Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p><b>Writing:</b> Use knowledge gained from wide reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately.</p> <p>Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>Listen to and understand spoken language and use spoken Standard English effectively.</p>	<p><b>Reading:</b> Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features:</p> <ul style="list-style-type: none"> <li>Comparing texts</li> </ul> <p><b>Writing:</b> Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p><b>Reading:</b> Literal and inferential comprehension.</p> <p>Critical reading.</p> <p>Evaluation of a writer's choice of vocabulary, grammatical and structural features:</p> <ul style="list-style-type: none"> <li>Comparing texts</li> </ul> <p><b>Writing:</b> Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p><b>Reading:</b> Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p><b>Writing:</b> Use knowledge gained from wide reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately.</p> <p>Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>Listen to and understand spoken language and use spoken Standard English effectively.</p>	<p><b>Reading:</b> Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p><b>Writing:</b> Producing clear and coherent text.</p> <p>Accurate Standard English: accurate spelling, punctuation.</p>	<p><b>Reading:</b> Read fluently, and with good understanding.</p> <p>Read and evaluate texts critically and make comparisons between texts.</p> <p>Summarise and synthesise information or ideas from texts.</p> <p><b>Writing:</b> Use knowledge gained from wide reading to inform and improve their own writing.</p> <p>Write effectively and coherently using Standard English appropriately.</p> <p>Use grammar correctly and punctuate and spell accurately.</p> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>Listen to and understand spoken language and use spoken Standard English effectively.</p>

# English Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Content</b>	Exploration in Creative Reading and Writing – AQA GCSE Anthology	Blood Brothers by Willy Russell	Romantic Poetry	Frankenstein by Mary Shelley	The History of Rhetoric	Animal Farm By George Orwell
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in learning. Understanding of the consequences of their behaviour and actions. Rule of Law; Individual Liberty; Tolerance of Others; Mutual Respect.		Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in learning. Understanding of the consequences of their behaviour and actions. Rule of Law; Individual Liberty; Tolerance of Others; Mutual Respect.		Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in learning. Understanding of the consequences of their behaviour and actions. Rule of Law; Individual Liberty; Tolerance of Others; Mutual Respect.	
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>AP1/MP1:</b> Language Paper 1: Section A.  <b>MP2:</b> Writer's Methods retention quiz.  <b>AP2:</b> Language Paper – Section B.	<b>MP1:</b> Retention Quiz linked to writer's methods and context.  <b>MP2:</b> Analytical paragraph.  <b>AP3:</b> Literature Paper 2 – Section A Style Question.	<b>MP1:</b> Retention Quiz on context.  <b>MP2:</b> Analytical paragraph on a poem.  <b>MP3:</b> Poetry Comparison.	<b>MP1:</b> Retention Quiz on context.  <b>MP2:</b> Opening paragraph for a review.  <b>AP4:</b> Review writing.	<b>MP1/AP5:</b> Comprehension and language analysis (Q1 and Q3).  <b>MP2/AP5:</b> Summary (Q2).  <b>MP3/AP5:</b> Comparison (Q4).	<b>MP1:</b> Spoken Language Presentation for GCSE.  <b>MP2:</b> Retention Quiz.
<b>Websites to help my learning:</b> <a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.bbcbitessize.co.uk">www.bbcbitessize.co.uk</a> Massolit <a href="http://www.senecalearning.com">www.senecalearning.com</a>				<b>Visits to places that can help my learning:</b> Wordsworth house in the Lake District Globe theatre in London Stratford Upon Avon – the birthplace of Shakespeare Live theatre at The Lowry or Royal Exchange Manchester		

# Mathematics Foundation Tier Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Confidence, Develop Fluency, Reason Mathematically & Problem Solving.					
	N1 Number A1 Algebra	A1 Algebra S1 Statistics	N2 Number A2 Algebra	A2 Algebra G1 Geometry	S2 Statistics	G2 Geometry
<b>Key Content</b>	N1 Number Skills A1 Algebraic Manipulation	A1 Algebraic Manipulation S1 Graphs, Tables & Charts	N2 Fractions & Percentages A2 Equations, Inequalities & Sequences	A2 Equations, Inequalities & Sequences G1 Angles	S2 Averages & Range	G2 Perimeter, Area & Volume 1
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Use of different Number Systems, Roman Numerals. The Qur'aan and Mathematics. Scholars e.g. Al-Khwarizmi, Diophantus. Use of statistics in the media. Census Data. Discussion on the use and misuse of data. Use of different units of measurement in other cultures.		Use of different Number Systems, Roman Numerals. The Qur'aan and Mathematics. Scholars e.g. Al-Khwarizmi, Diophantus. Use of statistics in the media. Census Data. Discussion on the use and misuse of data. Use of different units of measurement in other cultures.		Use of different Number Systems, Roman Numerals. The Qur'aan and Mathematics. Scholars e.g. Al-Khwarizmi, Diophantus. Use of statistics in the media. Census Data. Discussion on the use and misuse of data. Use of different units of measurement in other cultures.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Half-term test – N1	End-of-term test (Cumulative) – N1 & A1	Half-term test (Cumulative) –N1, A1 & S1	End-of-term test (Cumulative) – N1, A1, S1 & N2	<b>Year 9 Examination</b> (Cumulative) – N1, A1, S1, N2, A2, G1 & S2	Half-term test (Cumulative) – N1, A1, S1, N2, A2, G1, S2 & G2
<b>Websites that can help my learning:</b> www.hegartymaths.com www.nrich.maths.org.uk www.mathsisfun.com www.ukmt.org.uk www.youtube.co.uk (Khan Academy)				<b>Visits to places that can help my learning:</b> Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

# Mathematics Higher Tier Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Confidence, Develop Fluency, Reason Mathematically & Problem Solving.					
	N1 Number A1 Algebra	A1 Algebra S1 Statistics	N2 Number G1 Geometry	G1 Geometry A2 Algebra	G2 Geometry	G3 Geometry
<b>Key Content</b>	N1 Number Skills A1 Algebraic Manipulation & Sequences	A1 Algebraic Manipulation & Sequences S1 Interpreting & Representing Data	N2 Fractions, Ratio & Percentages G1 Angles & Trigonometry	G1 Angles & Trigonometry A2 Graphs	G2 Area & Volume	G3 Transformations & Constructions
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Use of different Number Systems, Roman Numerals. The Qur'aan and Mathematics. Scholars e.g. Al-Khwarizmi, Diophantus. Use of statistics in the media. Census Data. Discussion on the use and misuse of data. Use of different units of measurement in other cultures.		History of Mathematics. Calculating Interest. Encryption and Bletchley Park. Coping with less income, consequences of debt. Stories about Pi, Pythagoras. Egyptian fractions. Special sequences. Fibonacci & Pascal's triangle.		Making Sense of the World around Us. Shape Patterns Around The World. Islamic Art & Culture. Rangoli Designs & Mandalas.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Half-term test – N1	End-of-term test (Cumulative) – N1 & A1	Half-term test (Cumulative) – N1, A1 & S1	End-of-term test (Cumulative) – N1, A1, S1, N2 & G1	<b>Year 9 Examination (Cumulative)</b> – N1, A1, S1, N2, G1, A2 & G2	Half-term test (Cumulative) – N1, A1, S1, N2, G1, A2, G2 & G3
<b>Websites that can help my learning:</b> www.hegartymaths.com www.nrich.maths.org.uk www.mathsisfun.com www.ukmt.org.uk www.youtube.co.uk (Khan Academy)				<b>Visits to places that can help my learning:</b> Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

# Science Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.	Mathematical skills, practical skills, scientific enquiry, exam technique and application skills.
<b>Key Content</b>	<p><b>Biology:</b> Key Concepts in Biology.</p> <p><b>Physics:</b> Energy + Waves.</p>	<p><b>Biology:</b> Cells &amp; control. Health &amp; Disease.</p> <p><b>Physics:</b> Light &amp; EM Spectrum.</p>	<p><b>Chemistry:</b> Structure &amp; Bonding. Groups in the Periodic table.</p> <p><b>Physics:</b> Radioactivity.</p>	<p><b>Biology:</b> Natural selection and GM.</p> <p><b>Chemistry:</b> Chemical Changes. States of matter – separating mixtures.</p>	<p><b>Biology:</b> Genetics.</p> <p>All topics Revision.</p>	<p><b>Chemistry:</b> Extracting metals and Equilibria.</p> <p><b>Physics:</b> Forces &amp; Motion.</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	SMSC – Moral & Social development. FBV – Respect, tolerance & individual liberty.		SMSC – Moral, spiritual and cultural development. FBV – Rule of law, tolerance, social responsibility.		SMSC – Cultural development. FBV – Respect & Social responsibility.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Cumulative test on Key Concepts in Biology, Energy & Waves.	Cumulative test on Key Concepts in Biology, Cells & Control, Health & Disease, Energy, Waves and Light and the EM spectrum.	Cumulative test on Key Concepts in Biology, Cells & Control, Health & Disease, Energy, Waves, Light and the EM spectrum, Radioactivity, Structure & Bonding and the Periodic Table.	Cumulative test on Key Concepts in Biology, Cells & Control, Health & Disease, Natural Selection, Energy, Waves, Light and the EM spectrum, Radioactivity, Structure & Bonding, The Periodic Table, Chemical changes and Separating mixtures.	<b>EOY exam</b> Exam based on all the topics covered throughout the year including Genetics.	Cumulative test on all of the topics covered for the end of year exam including Extracting metals and Equilibrium & Forces & Motion.
<b>Websites that can help my learning:</b> <a href="http://www.samlearning.com/examrevision/index.html">http://www.samlearning.com/examrevision/index.html</a> BBC Bitesize <a href="http://www.bbc.co.uk/revision">www.bbc.co.uk/revision</a> GCSE bitesize revision <a href="http://www.bbc.co.uk/schools/gcsebitesize/">www.bbc.co.uk/schools/gcsebitesize/</a> Learn <a href="http://www.learnthings.co.uk">www.learnthings.co.uk</a> S-Cool <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a> <a href="http://www.studysuccess.co.uk">www.studysuccess.co.uk</a> <a href="http://www.gcse.com">www.gcse.com</a> Revision time <a href="http://www.revisiontime.com">www.revisiontime.com</a> Creative Chemistry: <a href="http://www.creative-chemistry.org.uk">www.creative-chemistry.org.uk</a>				<b>Visits to places that can help my learning:</b> Blackpool Zoo Manchester Museum of Science & Industry MAGNA Science Adventure Centre Jodrell Bank Discovery Centre Go Ape Rivington iFLY Manchester		

# PSHE Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Topic</b>	Living in the Wider World: FBV	Living in the Wider World: Prevent	Relationships: Contextual Safeguarding	Health and Wellbeing: Growing up	Health and Well Being: Mental and Emotional Well Being	Relationships: Identity
<b>Key Content</b>	Democracy Rule of Law Tolerance	Valuing Diversity Extremism Radicalisation	Operation Encompass Exploitation and Grooming Online Relationships Domestic Violence Basic First Aid	Sexualisation and Media Body Image in the Digital World Suicide	Online Stress Exam Stress Running Away Coping with Pressures	Types of Families Forming Positive Relationships Dealing with Change
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Tolerance & respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law		Tolerance & respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law		Tolerance & respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law	
<b>Key Assessment Objectives and Suggested Assessments</b>	<p><b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.</p> <p>Active citizenship questions: questions on the citizenship action of others and themselves.</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.</p> <p>Active citizenship questions: questions on the citizenship action of others and themselves.</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.</p> <p>Active citizenship questions: questions on the citizenship action of others and themselves.</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.</p> <p>Active citizenship questions: questions on the citizenship action of others and themselves.</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.</p> <p>Active citizenship questions: questions on the citizenship action of others and themselves.</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of concepts, terms, and issues. <b>AO2:</b> Apply knowledge and understanding to contexts and actions.</p> <p>Active citizenship questions: questions on the citizenship action of others and themselves.</p>
<p><b>Websites that can help my learning:</b>  <a href="http://mediasmart.uk.com">http://mediasmart.uk.com</a> <a href="https://www.thinkuknow.co.uk">https://www.thinkuknow.co.uk</a>, <a href="http://www.samaritans.org">www.samaritans.org</a>  <a href="https://resources.drinkaware.co.uk">https://resources.drinkaware.co.uk</a>, <a href="https://www.ygam.org">https://www.ygam.org</a>, <a href="https://www.railwaychildren.org.uk">https://www.railwaychildren.org.uk</a>  <a href="https://www.womensaid.org.uk">https://www.womensaid.org.uk</a>, <a href="http://www.wotwududo.co.uk">http://www.wotwududo.co.uk</a>, <a href="https://www.healthyshropshire.co.uk">https://www.healthyshropshire.co.uk</a>  <a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a>, <a href="https://www.childnet.com">https://www.childnet.com</a>, <a href="https://learning.nspcc.org.uk">https://learning.nspcc.org.uk</a>  <a href="https://www.yourprivates.org.uk">https://www.yourprivates.org.uk</a>, <a href="https://www.bankofengland.co.uk/education/econome">https://www.bankofengland.co.uk/education/econome</a>  <a href="https://firstaidlearningforyoungpeople.redcross.org.uk">https://firstaidlearningforyoungpeople.redcross.org.uk</a>, <a href="https://www.bhf.org.uk/pshe">https://www.bhf.org.uk/pshe</a>, <a href="https://www.samaritans.org">https://www.samaritans.org</a>  <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.nhs.uk">www.nhs.uk</a>, <a href="http://www.parliament.uk/education">www.parliament.uk/education</a></p>				<p><b>Visits to places that can help my learning:</b>  Outreach visit from Education Parliament  Local Community Link Centre</p>		

# French Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<p>Baseline Assessment.</p> <p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p> <p>Combining three tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p> <p>Combining three tenses.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>
<b>Key Content</b>	<p><b>Qui suis-je?</b></p> <ul style="list-style-type: none"> <li>• Describing people</li> <li>• Friendship</li> <li>• Family</li> <li>• Going out</li> <li>• Role models</li> </ul> <p>Present tense revision. Reflexive verbs. Near future tense. Perfect tense. Using two tenses together.</p>	<p><b>Le temps de loisirs</b></p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Music</li> <li>• Social media</li> <li>• TV and Film</li> </ul> <p><i>Depuis</i> + present tense. Comparatives. Irregular verbs in the present tense. Negatives. Perfect tense. Using tenses together.</p>	<p><b>Jours ordinaires, jours de fetes</b></p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Daily life</li> <li>• Celebrations</li> <li>• Traditions</li> </ul> <p>Partitive article. Adjectival agreement. <i>Pouvoir</i> and <i>devoir</i>. <i>Venir de</i> + infinitive. Using three tenses together.</p>	<p><b>De la ville à la campagn</b></p> <ul style="list-style-type: none"> <li>• Town</li> <li>• Region</li> <li>• Things to do</li> <li>• Plans</li> <li>• Weather</li> </ul> <p>Superlative. Asking questions. <i>Si</i> clauses. Negatives.</p>	<p><b>Le grand large</b></p> <ul style="list-style-type: none"> <li>• Ideal holiday</li> <li>• Hotel review</li> <li>• Restaurants</li> <li>• Traveling</li> <li>• Disastrous holidays</li> </ul> <p>Nous form of verbs. Comparative. Present and Perfect tenses. Expressions with <i>avoir</i>. Three time frames.</p>	<p><b>Au collège</b></p> <ul style="list-style-type: none"> <li>• Subjects</li> <li>• French school system</li> <li>• School rules</li> <li>• Healthy living</li> </ul> <p>Direct Object Pronouns. <i>Its</i> form of verbs. <i>Il faut</i> and <i>il est interdit</i>. Adverbs. Imperfect tense. Three time frames together.</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	<p>Promoting healthy lifestyle and sports ethic. Values of solidarity.</p>		<p>Appreciation of different cultures. Respect and Tolerance. Exploring cultural diversity.</p>		<p>Community cohesion, living together. Understand and appreciate viewpoints of others. Social responsibility.</p>	

# French Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p><b>Reading and Listening</b></p> <p><b>Reading:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p><b>Listening:</b> Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p><b>Writing:</b> Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p>	<p><b>Reading and Writing (MP)</b></p> <p><b>Reading:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p><b>Writing:</b> Short passage in response to bullet point stimulus.</p> <p>Short sentence translation into French.</p>	<p><b>Listening and Writing (MP)</b></p> <p><b>Writing:</b> Short passage in response to bullet point stimulus.</p> <p>Short sentence translation into French.</p> <p><b>Listening:</b> Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p><b>Speaking and Translation</b></p> <p><b>Speaking:</b> Role-play.</p> <p>Photo card.</p> <p>General conversation.</p> <p><b>Translation:</b> Translation of passage into French.</p>	<p><b>EOY exam Reading, Listening and Writing</b></p> <p><b>Writing:</b> Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p><b>Listening:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p><b>Reading:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>
<p><b>Websites that can help my learning:</b>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a>  <a href="http://www.linguascope.com">http://www.linguascope.com</a>  <a href="https://www.memrise.com/">https://www.memrise.com/</a></p>				<p><b>Visits to places that can help my learning:</b>                      Alliance Française at the French Embassy (cultural events)                      Trip to France</p>		

# German Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<p>Baseline Assessment.</p> <p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p> <p>Combining two tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p> <p>Combining three tenses.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p> <p>Combining three tenses.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>	<p>Demonstrate &amp; deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>
<b>Key Content</b>	<p><b>Theme 1 &amp; 2 – Willkommen bei mir!</b></p> <ul style="list-style-type: none"> <li>• House</li> <li>• Healthy living</li> <li>• Technology</li> </ul> <p>Using irregular verbs in the present tense. Using prepositions with accusative and dative. Using reflexive verbs.</p>	<p><b>Theme 2 – Eine wunderbare Welt</b></p> <ul style="list-style-type: none"> <li>• Global issues</li> <li>• Social issues</li> <li>• Environment</li> </ul> <p>Using adjectives with <i>etwas</i> and <i>nichts</i>. Using subordinate clauses. Developing an awareness of the passive.</p>	<p><b>Theme 1 – Zeit für Freizeit</b></p> <ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Media</li> <li>• Festivals</li> </ul> <p>Using the conditional. Using plural nouns. Expressing preferences using <i>gern</i>, <i>lieber</i> and <i>am liebsten</i>.</p>	<p><b>Theme 1 – Menschliche Beziehungen</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Marriage</li> <li>• Friends</li> </ul> <p>Using possessive adjectives. Using the dative with <i>mit</i>. Using modal verbs in the imperfect tense.</p>	<p><b>Theme 1 &amp; 2 – Ich liebe Wien</b></p> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Hotels</li> <li>• Holiday activities</li> </ul> <p>Using <i>wenn</i> clauses with the subjunctive. Using <i>seit</i> with present tense. Using the demonstrative article <i>dieser</i>.</p>	<p><b>Theme 2 – Im Urlaub und zu Hause</b></p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Experiences</li> <li>• Your town</li> </ul> <p>Using prepositions. Using infinitive. Constructions with <i>zu</i>. Using the pluperfect tense.</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	<p>Exploring cultural diversity. Values of solidarity.</p>		<p>Appreciation of different cultures. Respect and Tolerance. Exploring cultural diversity.</p>		<p>Community cohesion, living together. Understand and appreciate viewpoints of others. Social responsibility.</p>	

# German Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p><b>Writing and Listening</b></p> <p><b>Writing:</b> Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Short sentence translation into German.</p> <p><b>Listening:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p>	<p><b>Speaking:</b> General conversation questions = Theme 2.</p>	<p><b>Listening and Reading</b></p> <p><b>Listening:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p><b>Reading:</b> Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p><b>Writing and Translation</b> Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Short sentence translation into German.</p>	<p><b>EOY exam</b> <b>Reading, Listening, Speaking and Writing</b></p> <p><b>Writing:</b> Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p><b>Listening:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p><b>Reading:</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p> <p><b>Speaking:</b> Photo card.</p>	
<p><b>Websites that can help my learning:</b>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/german/">http://www.bbc.co.uk/schools/gcsebitesize/german/</a>  <a href="http://www.linguascope.com">http://www.linguascope.com</a>  <a href="https://www.memrise.com/">https://www.memrise.com/</a></p>				<p><b>Visits to places that can help my learning:</b>                      Goethe-Institut at the German Embassy                      Trip to Germany</p>		

# Arabic Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<p>Arabic phonics.</p> <p>Produce texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense.</p> <p>Use the perfect tense.</p> <p>Understand longer passages, including references to the near future and perfect tenses.</p> <p>Translate linked sentences into the target language.</p> <p>Using two tenses together.</p>	<p>Arabic phonics.</p> <p>Deduce meaning from a range of passages.</p> <p>Use the perfect tense with regular and irregular verbs.</p> <p>Use set phrases in the conditional.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Demonstrate spontaneity by asking unsolicited questions.</p>	<p>Arabic phonics.</p> <p>Deduce meaning from a range of passages.</p> <p>Use the perfect tense with regular and irregular verbs.</p> <p>Use three tenses together.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Demonstrate spontaneity by asking unsolicited questions.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Translate longer sentences showing an awareness of grammar.</p> <p>Use style and register appropriately in familiar settings.</p> <p>Understand adapted authentic texts.</p>	<p>Deduce meaning from a range of detailed passages using three tenses.</p> <p>Narrate in a variety of topics using three tenses.</p> <p>Translate longer sentences and linked ideas accurately.</p> <p>Use and adapt language creatively.</p>	<p>Deduce meaning in longer passages which include a combination of tenses and complex structures.</p> <p>Write extended texts on a variety of topics.</p> <p>Adaptation of previously learnt language for new purposes.</p> <p>Use coping strategies to deal with unknown vocabulary and structures.</p> <p>Combining four tenses.</p>
<b>Key Content</b>	<p>تَلِيَاَع و انا</p> <ul style="list-style-type: none"> <li>Family &amp; relationships</li> <li>Role models</li> <li>Hobbies and interests</li> <li>Internet &amp; music</li> <li>Music, favourite type of film or programme</li> </ul> <p><b>Grammar:</b> Possessive and personal pronouns. Noun adjectives agreement in complex sentences. To have – Dual and Plural forms. Adverbs of frequency. Gerunds. The present perfect. Preference: opinions and reasons.</p>	<p>ي ت ي ب</p> <ul style="list-style-type: none"> <li>Where you live</li> <li>Describing home</li> <li>Helping at home</li> <li>Daily routine</li> <li>Time</li> <li>School &amp; school routine</li> <li>Jobs</li> </ul> <p><b>Grammar:</b> Past, present and future tense. Negative particles. Possessive and personal pronouns. Opinions.</p>	<p>ة ل ح م ر ل ا ة ق ط ن م ر ل ا</p> <ul style="list-style-type: none"> <li>Weather and seasons recap</li> <li>Describing city/town</li> <li>Local amenities</li> <li>Directions</li> <li>Transport</li> <li>Problems in my city/ town</li> </ul> <p><b>Grammar:</b> Use 'to be' [kaana] ا ن ا ك. 'Lots of' ل ا ن م ر ي ت ك ل ا. Negative particles. Use of irregular verbs. Imperative mood. Comparative adjectives.</p>	<p>ا ر ف ل ا ت ق و</p> <ul style="list-style-type: none"> <li>Hobbies</li> <li>Sport activities/ Sport events</li> <li>Festivals and celebrations</li> </ul> <p><b>Grammar:</b> Using all three tenses. Opinions with reasoning. Higher level adjectives.</p>	<p>ة ح ص ل</p> <ul style="list-style-type: none"> <li>Body parts</li> <li>Sports</li> <li>Food</li> <li>Eating out – at the restaurant</li> <li>Use of social media/ technology</li> </ul> <p><b>Grammar:</b> Imperative. Noun-adjective order. Plurals. Attached pronouns.</p>	<p>ة ل ط ع ل ا</p> <ul style="list-style-type: none"> <li>Holidays</li> <li>Visiting the Arab world</li> <li>Places to see/Things to do</li> <li>Clothing – Shopping</li> <li>Visits around the world</li> <li>Structuring writing – connectives and intensifiers</li> </ul> <p><b>Grammar:</b> Tenses. Connectives. Adverbs. Plurals.</p>

# Arabic Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Spiritual, Moral, Social and Cultural Theme (SMSC)</b> <b>Fundamental British Values (FBV)</b>	Exploring cultural diversity. Values of solidarity. Appreciation of different cultures.		Promoting healthy lifestyle and sports ethic. Respect and Tolerance. Community cohesion, living together.		Understand and appreciate viewpoints of others. Social responsibility. Appreciation of different cultures.	
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>Reading and Listening:</b> Mixture of English and TL rubrics.  Non-verbal and extended answer tasks.  Translation into English.	<b>Speaking:</b> Presentation.  General conversation.	<b>Writing:</b> Photo card stimulus.  Short passage in response to bullet point stimulus.  Short sentence translation into Arabic.	<b>Listening and Reading:</b> Mixture of English and TL rubrics. Responses non-verbal with one extended answer task.  Translation into English.	<b>Speaking:</b> Role play.  Photo card.	<b>EOY exam</b> <b>Reading, Listening and Writing:</b>  <b>Writing:</b> Photo card stimulus.  Short passage in response to bullet point stimulus.  <b>Listening:</b> Mixture of English and TL rubrics.  Non-verbal and extended answer tasks.  <b>Reading:</b> Mixture of English and TL rubrics.  Non-verbal and extended answer tasks.  Translation into English.
<b>Websites that can help my learning:</b> <a href="http://arabalicious.com/index.html">http://arabalicious.com/index.html</a> <a href="http://mylanguages.org/arabic_games.php">http://mylanguages.org/arabic_games.php</a> <a href="https://www.masteranylanguage.com/c/r/o/Arabic/Games">https://www.masteranylanguage.com/c/r/o/Arabic/Games</a> <a href="https://dinolingo.com/learn-arabic-for-kids/">https://dinolingo.com/learn-arabic-for-kids/</a> <a href="https://www.languagenut.com/global/2405-2/">https://www.languagenut.com/global/2405-2/</a> (school subscription required)				<b>Visits to places that can help my learning:</b> Embassy of the Hashemite Kingdom of Jordan / Embassy of the United Arab Emirates Arab British Centre		

# History Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Causation. Chronological understanding. Key features of an event.	Analysis and evaluation of Sources.	Combination of Autumn 1 and Autumn 2.	Key features of an event. Causation and consequence.	Cause and consequence. Key features. Analysis and evaluation of interpretations.	Combination of Autumn, Spring and Summer terms.
<b>Key Content</b>	Conflict and Tension: 1918-39: Treaty of Versailles & League of Nation	Conflict and Tension: 1918-39: League of Nations & Outbreak of WWII	Conflict and Tension: 1918-39: Outbreak of WWII & Exam Practice	America: 1840-95: Expansion Plains Indian, Expansion West pre 1840, Mormons and Miners	America: 1840 -95: Conflict causes, impact and consequences of the US Civil War	America: 1840-95: Consolidation – Homesteaders Indian policy – struggle for the plains
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Development of a European/ International governing body. Democracy Vs Dictatorship. Fairness. Respect.		Origins of American Law and decision making process. Freedom of Religion. Freedom of Thought. Democracy/ Rule of Law.		Freedom of choice. Liberty. Equality for all.	
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the period studied. <b>AO2:</b> Explain and analyse historical events and periods studied using second-order historical concepts.  Short questions testing knowledge of the Treaty of Versailles and extended essay question testing application of terms of the Treaty.	<b>AO3:</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  Source utility question.	<b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the period studied. <b>AO2:</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>AO3:</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.  Students to complete AQA Paper 1: Section A	<b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the period studied. <b>AO2:</b> Explain and analyse historical events and periods studied using second-order historical concepts.  Extended essay type question testing application of knowledge of migration West pre-1850.	<b>AO4:</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.  3 Question testing knowledge and application of the causes of the American Civil War and students understanding of reasons why historical interpretations differ.	<b>EOY exam.</b> Full Paper 1
<b>Websites that can help my learning:</b> <a href="http://www.aqa.org.uk/subjects/history/gcse/history-8145">http://www.aqa.org.uk/subjects/history/gcse/history-8145</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/">http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/</a> <a href="http://www.johndclare.net/">http://www.johndclare.net/</a> <a href="http://www.revisegcsehistory.co.uk/downloads/complete-notes/The%20American%20West.pdf">http://www.revisegcsehistory.co.uk/downloads/complete-notes/The%20American%20West.pdf</a> <a href="https://www.activehistory.co.uk/Miscellaneous/menus/Year_9/american_civil_war/American_Civil_War.htm">https://www.activehistory.co.uk/Miscellaneous/menus/Year_9/american_civil_war/American_Civil_War.htm</a>				<b>Visits to places that can help my learning:</b> Harris Museum – Preston The Battlefields of Belgium The Great Plains of America		

# Geography Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.		Place and space understanding. Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.		Economic understanding. Evaluation of key perspectives. Political understanding. Evaluation of effectiveness. Place and space understanding. Map skills.	
<b>Key Content</b>	Natural Hazards: Tectonic Hazards	Natural Hazards: Weather Hazards and Climate Change	Ecosystems: Tropical Rainforests	Ecosystems: Cold Environments	Physical Landscapes: Coasts	Physical Landscapes: Rivers
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Management ethics, environmental understanding, social implications, conflict and politics.		Interdependence, environmental ethics, international collaboration.		Management ethics, environmental understanding, social implications, conflict and politics.	
<b>Key Assessment Objectives and Suggested Assessments</b>	End of unit test APP feedback 1x classwork 1x homework	End of unit test APP feedback 1x classwork 1x homework	End of unit test APP feedback 1x classwork 1x homework	End of unit test APP feedback 1x classwork 1x homework	<b>EOY exam</b> APP feedback 1x classwork 1x homework	1x classwork 1x homework
<p>End of unit tests assess content cumulatively throughout the GCSE course and cover the four assessment objectives (AO) of:</p> <p><b>AO1:</b> Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p><b>AO2:</b> Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</p> <p><b>AO3:</b> Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</p> <p><b>AO4:</b> Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>						
<b>Websites that can help my learning:</b> <a href="http://www.geographyalltheway.com">http://www.geographyalltheway.com</a>				<b>Visits to places that can help my learning:</b> Ecosystems: Blackpool Zoo, Brockholes Urban Environments: Bristol Regeneration Zone, Liverpool Albert Dock Coasts: Any coastal location with coastal defenses.		

# Computer Science Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
Key Skills	<p><b>Systems Architecture</b> To be able to: give the specific effects on performance time of improving the clock speed and number of cores on a CPU, describe how data/instructions are fetched from main memory, and give a thorough description of the Fetch-Execute cycle including use of all associated buses and registers.</p> <p><b>Translators and Facilities of Language</b> To be able to evaluate: the advantages and disadvantages of programming in Low and High Level languages, and the reasons why a programmer would make use of all three language translators during the development of software.</p> <p><b>Memory</b> Can: create a detailed visualisation of how RAM and ROM work using all of the keywords, explain how RAM uses addresses, and give a detailed explanation of virtual memory including disk thrashing, paging/swapping, fragmented memory addressing issues.</p>	<p><b>Computational Logic</b> Can: create and describe complex logic circuits that use 4 or more inputs, develop complex truth tables using 3rd Level Circuits, and create a half or full adder circuit.</p> <p><b>Storage</b> Explain how each type of storage device works, compare the use of different types of storage media, fully explain why the choice of storage device is appropriate, estimate the file size of text files, databases, image and sound files taking into account overheads and convert file size calculations into an appropriate measurement.</p> <p><b>Algorithms</b> Explain how abstraction, decomposition and algorithmic thinking are components of computational thinking, apply abstraction, decomposition and algorithmic thinking to problems, write an algorithm to perform a linear and binary search, write an algorithm to perform a bubble, merge and insertion sort, follow iteration and subroutines within flowcharts and write complex algorithms using pseudocode.</p>	<p><b>System Software</b> To describe in detail the steps required to: compress a file (by lossless or lossy), encrypt data, perform Disk Defragmentation and to justify in which situations it would be best to use incremental over full backups and vice versa.</p> <p><b>Programming Techniques (start)</b> Use descriptive naming that identifies the purpose and the type of data from the variable identifier.</p>	<p><b>Programming Techniques (finish)</b> Create sophisticated pseudocode/flowchart solution to solve a real world problem, use functions that return Boolean values to chunk selection statements, use nested selection for validation, use stepping to generate interfaces and automate testing of the programs, understand how recursion works, as an alternative to iteration, merge data from multiple files and perform searches for any data type, merge and resize arrays combining data read from multiple files, use a mixture of functions and procedures with parameter passing and returning, avoiding the use of global variables, use descriptive naming that identifies the purpose and the type of data from the variable identifier, advise another learner on the best data type.</p>	<p><b>Wired and Wireless Networks</b> Understands the benefits and draw backs of a client-server network and a peer-to-peer network, can identify and explain the factors that affect the performance of a network and explain how these factors can be improved or possibly overcome, can understand the benefits of a virtual network and how they can be used.</p> <p><b>Producing Robust Programs</b> Uses the correct terminology and can explain the various keywords, can identify and explain the Syntax/Logic errors and explain their reasoning.</p>	<p><b>Network Topologies, Protocols and Layers</b> Uses the correct terminology and can explain the various keywords, explains packet switching in detail and accurately.</p> <p><b>Data Representation</b> Know how data needs to be converted into a binary format to be processed by a computer, know how to convert positive denary whole numbers into 8 bit binary numbers and vice versa, understand how a digital image is made up and be able to recognise the affect changing the resolution has on an image, understand how sound is stored into binary values, understand and be able to explain why the factors affect memory storage and how this can be overcome through file compression.</p>

# Computer Science Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Content</b>	<p><b>Systems Architecture</b> The purpose of the CPU, Von Neumann architecture, common CPU components and function, fetch and execute instructions stored in memory, CPU performance factor, embedded systems.</p> <p><b>Translators and Facilities of Language</b> Characteristics and purpose of different levels of programming language, including low level languages, translators, assemblers, compilers, interpreters, common tools available in an integrated development environment (IDE).</p> <p><b>Memory</b> The difference between and purpose of RAM and ROM, the need for virtual memory and flash memory.</p>	<p><b>Computational Logic</b> Binary form, simple logic diagrams using the operations AND, OR and NOT, truth tables, combining Boolean operators using AND, OR and NOT to two levels, applying logical operators in truth tables, computing- related mathematics.</p> <p><b>Storage</b> The need for secondary storage, data capacity, common storage types, suitable storage devices for a given application, the advantages and disadvantages of these. Algorithms Computational thinking, standard searching algorithms, pseudocode and flow diagrams, interpret, correct or complete algorithms.</p>	<p><b>System Software</b> The purpose and functionality of systems software, operating systems, utility system software.</p> <p><b>Programming Techniques (start)</b> The use of variables, constants, operators, inputs, outputs and assignments.</p>	<p><b>Programming Techniques (finish)</b> The use of the three basic programming constructs used to control the flow of a program, iteration (count and condition controlled loops), the use of basic string manipulation, the use of basic file handling operations, the use of records to store data, the use of SQL to search for data, the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays, how to use sub programs (functions and procedures) to produce structured code, the use of data types, the common arithmetic operators, the common Boolean operators.</p>	<p><b>Computer Networks</b> Types of networks. Factors that affect the performance of networks. Client server and peer to peer networks the hardware needed to make a network. Local Area Networks. Wide Area Networks. Virtual networks.</p> <p><b>Producing Robust Programs</b> Defensive design considerations. Maintainability. Purpose of testing and different types of testing. Identification of syntax and logic errors. Selecting and using suitable test data.</p>	<p><b>Network Topologies (Types)</b> Star and Mesh network topologies Wifi and Ethernet Uses of IP addressing, MAC addressing, and protocols The concept of layers. Packet switching.</p> <p><b>Data Representation</b> Binary units are used to represent: Numbers, Characters, Images Sound. Effects of compression on data.</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Computing provides opportunities for reflection of awe and wonder about the achievements in Computer Science today and the possibilities for the future.		Computer Science lets students have the opportunity to reflect on how computers can sometimes perform better in certain activities than people.		Computer Science empowers students to apply their skills and to gain knowledge of how programming links between subjects for instance maths.	
<b>Key Assessment Objectives and Suggested Assessments</b>	GCSE-style assessment on: Systems Architecture, Translators and Facilities of Language & Memory	GCSE-past paper questions based on: Computational Logic, Storage & Algorithms	GCSE-style assessment on: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software & Programming Techniques	GCSE-style assessment on: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software & Programming Techniques	GCSE-style assessment on: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software, Programming Techniques, Wired and Wireless Networks & Robust Programs	GCSE-style assessment on: Systems Architecture, Translators and Facilities of Language, Memory, Computational Logic, Storage, Algorithms, System Software, Programming Techniques, Wired and Wireless Networks, Robust Programs, Network Topologies, Protocols and Layers & Data Representation
<b>Websites that can help my learning:</b> <a href="https://www.khanacademy.org">https://www.khanacademy.org</a> , <a href="https://www.codecademy.com">https://www.codecademy.com</a> , <a href="https://codecombat.com">https://codecombat.com</a>				<b>Visits to places that can help my learning:</b> Bletchley Park - Milton Keynes, The National Museum of Computing - Milton Keynes Centre for Computing History - Cambridge, Museum of Science and Industry - Manchester		

# Creative iMedia Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Theoretical research skills.	Theoretical planning skills.	Theoretical purpose and production skills.	Theoretical planning skills.	Practical production skills.	Practical production and theoretical evaluative skills.
<b>Key Content</b>	<b>RO82 – LO1</b>  <b>Researching a digital graphic</b> How and why graphics are used, file types and formats, properties of graphics, design and audience, client requirements.	<b>RO82 – LO2</b>  <b>Planning a digital graphic</b> Target audience, mind maps, mood boards, work plans, visualisation diagrams, assets, resources. RO81-LO1	<b>RO81 – LO2</b>  <b>Understanding the purpose and content of pre-production</b> Legislation, storyboards, scripts, research.	<b>RO81 – LO3</b>  <b>Planning pre-production</b> Hardware, techniques, software, health and safety, file types, naming conventions.	<b>RO81 – LO4</b>  <b>Producing and reviewing pre-production documents</b> Revision of R081 content, redrafting of R082 LO1/2, find assets, repurpose assets, begin production of book cover.	<b>RO82 – LO3 &amp; LO4</b>  <b>Producing and evaluating a digital graphic</b> Finish producing cover, export, review, further redrafting.
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Students are encouraged to reflect from the position of a particular audience viewpoint.  When creating digital products, students look at the impact of age, gender and disability on individuals' choice/use of digital devices.		Students explore ideas, feelings and meaning whilst interpreting a project brief.  Students learn about respecting copyright and copyright law when developing digital products.  Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products.		Students are encouraged to recognise their own creativity when coming up with solutions to a design brief.  Students consider accessibility issues when evaluating and developing digital products.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Graduated R081 past paper (exam)	Graduated R081 past paper (exam)	Graduated R081 past paper (exam)	Graduated R081 past paper (exam)	LO1/2 of R082 (Controlled Assessment)	Total R082 (Controlled Assessment)
<b>Websites that can help my learning:</b> <a href="http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/">http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</a> <a href="http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf">http://www.ocr.org.uk/Images/254751-unit-r081-resources-links.pdf</a> <a href="http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r082-resources-link.pdf</a> <a href="http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf">http://www.ocr.org.uk/Images/137682-unit-r084-resources-link.pdf</a>				<b>Visits to places that can help my learning:</b> BBC (Manchester) Museum of Science and Industry (Manchester)		

# Art Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<b>Artist Research</b> How to “read” a painting to find the symbolic meaning. <b>Research</b> How life and death is celebrated in different cultures. <b>Responding</b> Responding to the artists techniques, samples. <b>Media Exploration</b> <ul style="list-style-type: none"> <li>• Oil pastels</li> <li>• Watercolour</li> <li>• Acrylic</li> <li>• Pencil shading</li> <li>• Mixed medium</li> <li>• Printing techniques</li> </ul>	<b>Observational Drawing/ Recording</b> <ul style="list-style-type: none"> <li>• Photography</li> <li>• Photo editing</li> <li>• Observational drawing</li> </ul> <b>AO2:</b> Experimenting with appropriate media.	<b>Developing Ideas</b> Linking the artists studied to the observational drawings.  Creativity and originality.	<b>Developing Ideas</b> Linking the artists studied to the observational drawings.  Creativity and originality.	Consolidation of skills to produce a final piece	<b>Artist Research</b> Personal research (pupils pick artists to study from a list). <b>Research</b> Personal theme. <b>Responding</b> Personal response.
<b>Key Content</b>	<b>AO1:</b> <ul style="list-style-type: none"> <li>• Research artists</li> <li>• Explore</li> <li>• Annotate</li> <li>• Theme Development</li> </ul> <b>AO2:</b> <ul style="list-style-type: none"> <li>• Experiment with a range of media</li> <li>• Linking techniques to artist themes</li> </ul>	<b>AO3:</b> <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Observational drawing</li> <li>• Linking to artists</li> <li>• Developing</li> </ul>	<b>AO3:</b> <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Observational drawing</li> <li>• Linking to artists</li> <li>• Developing</li> </ul>	<b>AO4</b> <ul style="list-style-type: none"> <li>• Final piece of work</li> <li>• Meaningful informed response</li> <li>• Body of work</li> </ul>	Start Year 10 work: Structure  <b>AO1:</b> <ul style="list-style-type: none"> <li>• Research Artists</li> <li>• Explore</li> <li>• Annotate</li> <li>• Theme Development</li> </ul>	
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Participation in the arts. Use of imagination and creativity in students learning. Willingness to reflect on their experiences- draft, redraft and refine/self/peer assessment/critique.. Due to the subjective nature of Art: respect for different people’s feelings and values. Researching artists from different religious, ethnic and socioeconomic backgrounds. How Art impacts on society. Understanding and appreciation of the wide range of cultural influences that have shaped Art.					
<b>Key Assessment Objectives and Suggested Assessments</b>	Artist research: Gustav Klimt Gerrard King Ali Gulec	Media samples: 1 skull of each technique	Observational studies	Developed studies	Final piece	Artist research
<b>Websites that can help my learning:</b> www.britishmueseum.org www.tate.org www.royalacademy.org.uk				<b>Visits to places that can help my learning:</b> Harris Museum Tate Modern Liverpool		

# Religious Studies Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.	Demonstrate knowledge with reference to authority. Understanding of divergent views. Critical analysis and evaluation. Use of key terminology.
<b>Key Content</b>	<b>AQA Spec A RS Paper 2 Theme E</b> Religion, Crime and Punishment. Causes of Crime, Punishment, Death Penalty and Forgiveness.	<b>AQA Spec A RS Paper 2 Theme D</b> Religion, Peace and Conflict. Violence, Terrorism and War.	<b>AQA Spec A RS Paper 2 Theme B</b> Religion and Life. Origins and Value of Human Life. Origins and Value of the Universe.	<b>AQA Spec A RS Paper 2 Theme B</b> Religion and Life. Origins and Value of Human Life. Origins and Value of the Universe.	<b>AQA Spec A RS Paper 2 Theme A</b> Relationships and Families. Sexuality, Equality and Gender Roles. <b>AQA Spec A RS Paper 2 Theme B, D &amp; E</b> Revision and Gap fill.	<b>AQA Spec A RS Paper 2 Theme A</b> Relationships and Families. Sexuality, Equality and Gender Roles.
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect. Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues. Rule of law and liberty.					
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs. <b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence.  <b>Question and Answer Assessment.</b> <b>Modelled According to AQA Spec A RS Paper 2 AQA Spec A RS Paper 2 Theme E</b> Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs. <b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence.  <b>Question and Answer Assessment.</b> <b>Modelled According to AQA Spec A RS Paper 2 AQA Spec A RS Paper 2 Theme D</b> Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs. <b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence.  <b>Question and Answer Assessment.</b> <b>Modelled According to AQA Spec A RS Paper 2 AQA Spec A RS Paper 2 Theme D &amp; E</b> Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs. <b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence.  <b>Question and Answer Assessment.</b> <b>Modelled According to AQA Spec A RS Paper 2 AQA Spec A RS Paper 2 Theme B, D &amp; E</b> Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs. <b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence.  <b>Question and Answer Assessment.</b> <b>AQA Spec A RS Paper 2 EOY Examination AQA Spec A RS Paper 2 Theme B, D &amp; E</b> Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.	<b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs. <b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence.  <b>Question and Answer Assessment.</b> <b>Modelled According to AQA Spec A RS Paper 2 AQA Spec A RS Paper 2 Theme A, B, D &amp; E</b> Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2.
<b>Websites that can help my learning:</b> <a href="https://revisionworld.com/gcse-revision/rs-religious-studies">https://revisionworld.com/gcse-revision/rs-religious-studies</a> , <a href="http://www.rsrevision.com/GCSE/index.htm">http://www.rsrevision.com/GCSE/index.htm</a> , <a href="http://www.bbc.co.uk/education/subjects/zb48q6f">http://www.bbc.co.uk/education/subjects/zb48q6f</a> , <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-4050</a> , <a href="https://www.truecube.co.uk/">https://www.truecube.co.uk/</a> , <a href="http://request.org.uk/">http://request.org.uk/</a> , <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> , <a href="https://studywise.co.uk/gcse-revision/religious-studies/">https://studywise.co.uk/gcse-revision/religious-studies/</a>	<b>Visits to places that can help my learning:</b> Places of Worship, Community Centres and Prison, War Memorials and Galleries, Science Museums, Civil Service Organisations, Public Health Services.					

# Creative Learning Long Term Plan | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	An introduction to photography. Using the rules of photography.	Puzzle them: Abstraction. Exploring the formal elements in photography.	Layers of Meaning: An introduction to appropriation using screenshots.	Seriously Absurd: An exploration of the illogical, the confusing and the downright absurd.	Typophoto: Combining text and photography. An alphabet of objects.	Personal project- Working towards an end of year. Creatives display.
<b>Key Content</b>	<ul style="list-style-type: none"> <li>• Rule of thirds</li> <li>• Balance</li> <li>• Leading lines</li> <li>• Viewpoint/ Perspective</li> <li>• Symmetry and pattern</li> <li>• Cropping &amp; Framing</li> <li>• Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Exploring the formal elements and Principles of design.</li> </ul>	<ul style="list-style-type: none"> <li>• Cropping &amp; Framing</li> <li>• Appropriation</li> <li>• Screenshots</li> <li>• Collage</li> <li>• Photomontage</li> </ul>	<ul style="list-style-type: none"> <li>• Forced perspective</li> <li>• Viewpoint</li> <li>• Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Leading lines</li> <li>• Symmetry and pattern</li> <li>• Cropping &amp; Framing</li> <li>• Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Creativity</li> <li>• Reflection</li> <li>• Teamwork</li> <li>• Participation in the Arts</li> <li>• Self management</li> </ul>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC)</b> <b>Fundamental British Values (FBV)</b>	Participation in the creative arts. Use of imagination and creativity in students learning. Willingness to reflect on their experiences – draft, redraft and refine/self/peer assessment/critique. How design impacts on society. Understanding and appreciation of the wide range of cultural influences that have shaped design and the world in which we live.					
<b>Key Assessment Objectives and Suggested Assessments</b>	Toy series photo shoot.	“Puzzle them” personal collection of photographs.	Photomontage personal response.	“Seriously Absurd” personal collection of photographs.	Alphabet personal collection of photographs.	Final display.
<b>Websites that can help my learning:</b> www.britishmueseum.org www.tate.org www.royalacademy.org.uk				<b>Visits to places that can help my learning:</b> Harris Museum Tate Modern Liverpool		

# PE Long Term Plan (GCSE) | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	Students will demonstrate a secure knowledge and understanding of the physical, social and emotional health benefits of sport and physical activity. In addition, they will be able to explain the effects of an individual's lifestyle choices on their physical, social and emotional health and well-being.	Students will demonstrate a secure knowledge and understanding of the consequences of a sedentary lifestyle. In addition, they will be able to explain the exercise related function of the different food groups and apply these to a range of sports performers. Furthermore, they will be able to explain why athletes may manipulate their diet (e.g. through "carbo-loading," etc.).	Students will demonstrate a secure knowledge and understanding of the names and locations of the major muscles and bones within the muscular/skeletal systems. Furthermore, they will be able to describe the functions of the 2 systems and explain how the muscles and bones work together to perform a range of sporting actions.	Students will demonstrate a secure knowledge and understanding of the structure and functions of the cardio-respiratory system.	Students will be able to apply their knowledge of the structure and functions of cardio-respiratory system to participation in sport and physical activity (e.g. transportation of air, gaseous exchange, transportation of oxygenated/deoxygenated blood, vascular shunting, etc.).	Students will demonstrate a secure knowledge and understanding of the aerobic and anaerobic energy systems and apply them to sports performance. In addition, students will be able to explain the short and long term effects of exercise to the body systems and their impact on sports performance.
<b>Key Content</b>	<p><b>Health, Fitness and Well-being (Component 2).</b></p> <p>Content includes the delivery of the following topics – Physical, emotional and social health, the effects of fitness on well-being and lifestyle choices.</p> <p>Additional focus – Analysis of data.</p> <p>Practical Focus – Handball.</p>	<p><b>Health, Fitness and Well-being (Component 2).</b></p> <p>Content includes the delivery of the following topics – Sedentary lifestyles, diet and nutrition, hydration and dietary manipulation.</p> <p>Additional focus – Analysis of data.</p> <p>Practical focus – Handball.</p>	<p><b>Applied Anatomy and Physiology (Component 1).</b></p> <p>Content includes the delivery of the following topics – The structure and functions of the muscular-skeletal system.</p> <p>Practical Focus – Table Tennis.</p>	<p><b>Applied Anatomy and Physiology (Component 1).</b></p> <p>Content includes the delivery of the following topics – The structure and functions of the muscular-skeletal and cardio-respiratory systems.</p> <p>Practical focus – Table Tennis.</p>	<p><b>Applied Anatomy and Physiology (Component 1).</b></p> <p>Content includes the delivery of the following topics – The structure and functions of the cardio-respiratory system.</p> <p>Practical focus – Volleyball</p>	<p><b>Applied Anatomy and Physiology (Component 1).</b></p> <p>Content includes the delivery of the following topics – Aerobic and anaerobic exercise and the short and long-term effects of exercise.</p> <p>Reflection of the Anatomy and Physiology unit of work.</p> <p>Practical focus – Football.</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Students will have the opportunity to learn about the components of a healthy, active lifestyle and some of the key factors that may influence health and safety in sport. They will also develop a clear understanding of the physical, social and emotional aspects of participating in sport and physical activity.		Students will have the opportunity to learn about the structure and functions of the human body.		Students will have the opportunity to learn about the structure and functions of the human body.	

# PE Long Term Plan (GCSE) | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p>Exam based starter activities (multiple choice/ short answer/long answer questions).</p> <p>Assessed classwork and homework tasks.</p> <p>End of unit assessment (AP1).</p>	<p>Exam based starter activities (multiple choice/ short answer/long answer questions).</p> <p>Assessed classwork and homework tasks.</p> <p>End of unit assessment (AP2).</p>	<p>Exam based starter activities (multiple choice/ short answer/long answer questions).</p> <p>Assessed classwork and homework tasks.</p> <p>End of unit assessment (AP3).</p>	<p>Exam based starter activities (multiple choice/ short answer/long answer questions).</p> <p>Assessed classwork and homework tasks.</p> <p>End of unit assessment (AP4).</p>	<p>Exam based starter activities (multiple choice/ short answer/long answer questions).</p> <p>Assessed classwork and homework tasks.</p> <p>End of unit assessment (AP5).</p>	<p>Exam based starter activities (multiple choice/ short answer/long answer questions).</p> <p>Assessed classwork and homework tasks.</p> <p>Completion of exam style questions based on the topics delivered.</p>
<p><b>Websites that can help my learning:</b>  <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a>  <a href="http://www.teachpe.co.uk">www.teachpe.co.uk</a>  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html</a>                      BBC Bitesize – GCSE Physical Education (Edexcel)  <a href="http://www.getrevising.co.uk">www.getrevising.co.uk</a>                      YouTube – GCSE PE related videos (as instructed by class teachers)                      GCSE Simplified – Website/Twitter</p>				<p><b>Visits to places that can help my learning:</b>                      Sports Stadiums/facilities                      Professional sporting events                      Outdoor Education centres                      Sports Museums                      Sports centres</p>		

## PE Long Term Plan (Core) | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Skills</b>	<b>Football</b> – Advanced technical and tactical development leading to competitive conditioned games.	<b>Volleyball</b> – Competitive conditioned team games. Advanced technical and tactical development.	<b>Handball</b> – Advanced technical and tactical development leading to competitive conditioned games.	<b>Fitness</b> – Developing an understanding of the components of a healthy, active lifestyle and the different methods of training to improve fitness and performance in sport.	<b>Net/wall activities</b> – Lifelong participation in sport and physical activity.  Advanced technical and tactical development in the games of Table Tennis and Badminton (singles and doubles).	<b>Cricket</b> – To perform with competence in striking and fielding activities.  Development of advanced technical and tactical aspects leading to competitive game situations.
<b>Key Content</b>	Students will learn/ understand advanced skills/techniques within the game.  Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand advanced skills/techniques within the game.  Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand advanced skills/techniques within the game.  Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand how to lead a healthy, active lifestyle.  Students will be able to apply aspects of fitness and methods of training to their impact on sports performance.  Students will be able to design and complete a training plan to improve fitness/performance.	Students will learn/ understand advanced skills/techniques within the games.  Students will be able to select and apply a range of tactics to outwit opponents.	Students will learn/ understand a range of advanced batting and fielding techniques and perform them with competence.  Students will be able to select and apply a range of tactics to outwit opponents.
<b>Spiritual, Moral, Social And Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Students will learn to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.		Promoting a healthy, active lifestyle through sport and physical activity. Students will use their creative skills to plan a training programme to enhance fitness levels appropriate to their own sport. Students will show respect towards others, understanding the difference between right and wrong, applying this to their own lives.		Students will learn to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.	

# PE Long Term Plan (Core) | Year 9 | 2020-21

	Autumn One (8 wks)	Autumn Two (7 wks)	Spring One (6 wks)	Spring Two (5 wks)	Summer One (7 wks)	Summer Two (6 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p><b>Based on the ability of students to outwit opponents in the game of Football.</b></p> <p>Attacking skills – Keeping possession of the ball using a range of passing skills, advanced dribbling techniques, turning, advanced shooting techniques and attacking tactics/principles.</p> <p>Defensive skills – Tackling, jockeying and defensive shape/systems.</p> <p>Advanced understanding of the rules of the game.</p>	<p><b>Based on the ability of students to outwit opponents in the game of Volleyball.</b></p> <p>Effective use of the serve, dig, set and spike shots.</p> <p>Effective movement around the court.</p> <p>Attacking concepts to outwit opponents.</p> <p>Advanced understanding of the rules of the game.</p>	<p><b>Based on the ability of students to outwit opponents in the game of Handball.</b></p> <p>Advanced attacking and defensive skills.</p> <p>Advanced understanding of the rules of the game and key tactical concepts.</p>	<p><b>Based on the students ability to exercise safely and effectively.</b></p> <p>To demonstrate a competent level of fitness and a clear understanding of the components of fitness, methods of training and body systems.</p> <p>GCSE PE theory links: Knowledge of key terminology and topics delivered on the GCSE specification.</p>	<p><b>Based on the ability of students to outwit opponents in net/wall activities.</b></p> <p><b>Badminton</b> – Ability to perform a range of techniques (Serve, clear, smash, drop shot) with a high level of control and accuracy.</p> <p><b>Table Tennis</b> – Ability to perform a wide range of techniques (forehand and backhand) with consistency, control, accuracy and precision.</p> <p><b>Both</b> – Advanced understanding of the rules of singles and doubles play.</p>	<p><b>Based on the ability of students to outwit opponents in striking and fielding games.</b></p> <p>Batting skills – Forward defence, off/on drives.</p> <p>Fielding skills – Tactical bowling, advanced throwing and catching techniques.</p> <p>Advanced understanding of the rules of the game, scoring systems and effective batting and fielding tactics.</p>
<p><b>Websites that can help my learning:</b>  <a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a>  <a href="http://www.teachpe.co.uk">www.teachpe.co.uk</a>  <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html</a>                      BBC Bitesize – GCSE Physical Education (Edexcel)  <a href="http://www.getrevising.co.uk">www.getrevising.co.uk</a>                      YouTube – GCSE PE related videos (as instructed by class teachers)                      GCSE Simplified – Website/Twitter BBC Sport</p>				<p><b>Visits to places that can help my learning:</b>                      Sports Stadiums/facilities                      Professional sporting events                      Outdoor Education centres                      Sports Museums                      Sports centres</p>		

## GCSE Specifications Overview of Assessment

Exam Board	Subject
AQA	English Language
AQA	English Literature
Edexcel	Mathematics
Edexcel	Combined Science
Edexcel	Biology
Edexcel	Chemistry
Edexcel	Physics
Edexcel	Arabic
AQA	French and German
AQA	History
AQA	Geography
Edexcel	Computer Science
OCR	Creative Media
AQA	Religious Studies
AQA	Art
Edexcel	Physical Education

# GCSE Specifications Overview of Assessment

## English Language

Paper 1: Fiction Reading and Writing	Paper 2: Non-fiction reading and writing	NEA
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification	0% of the qualification
80 marks	80 marks	

## English Literature

Paper 1: Shakespeare and the 19th-Century Novel 'Macbeth' and 'A Christmas Carol'	Paper 2: Modern Texts and Poetry 'An Inspector Calls', 'Power and Conflict Poetry' and 'Unseen Poetry'
Written examination: 1 hour and 45 minutes	Written examination: 2 hours and 15 minutes
40% of the qualification	60% of the qualification
64 marks	96 marks

## Mathematics

Paper 1: Non Calculator	Paper 2: Calculator allowed	Paper 3: Calculator allowed
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes
80 marks	80 marks	80 marks
$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification

## Science (Combined / Separate)

Combined	Separate
Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour and 10 minutes each	Written examination: 6 Exams in Total 2 Biology, 2 Chemistry, 2 Physics 1 hour and 45 minutes each
Maximum 60 marks on each paper	Maximum 100 marks on each paper

## GCSE Specifications Overview of Assessment

### Arabic

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Written examination: 45 minutes	Speaking examination: 10-12 minutes	Written examination: 1 hour	Written examination: 1 hour and 15 minutes
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

### French and German

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Written examination: 45 minutes	Speaking examination: 10-12 minutes	Written examination: 1 hour	Written examination: 1 hour and 15 minutes
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

# GCSE Specifications Overview of Assessment

## History

Paper 1: Understanding the Modern World	Paper 2: Shaping the Nation
Germany, 1890-1945 Conflict and Tension between East and West, 1945-1972	Britain: Migration, Empires and the People; c.790 to present day Elizabethan England, c.1568-1603
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
84 marks	84 marks

## Geography

Paper 1: Living with the Physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical Applications
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 15 minutes (Pre-release resources booklet)
35% of the qualification	35% of the qualification	30% of the qualification
88 marks	88 marks	76 marks

## Computer Science

Paper 1: Principles of Computer Science	Paper 2: Application of Computational Thinking
Written examination: 1 hour and 40 minutes	Written examination: 2 hours
50% of the qualification	50% of the qualification
80 marks	80 marks

## Creative iMedia

R081	R082	R---	R---
Pre-production skills	Creating Digital Graphics	TBA	TBA
Written paper 1 hour and 15 minutes	Centre assessed tasks Approx 10 hours	Centre assessed tasks Approx 10 hours	Centre assessed tasks Approx 10 hours
OCR set and marked	OCR moderated	OCR moderated	OCR moderated
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification

# GCSE Specifications Overview of Assessment

## Religious Studies

Paper 1	Paper 2
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
101 marks	101 marks

## Art

Component 1: 2 projects	Component 2: Exam preparation portfolio	Exam
Coursework: Sep - Jan	Preparation for exam	Supervised: 10 hours
60% of the qualification		40% of the qualification

# GCSE Specifications Overview of Assessment

## PE

Component 1 Paper 1: Fitness and Body Systems	Component 2 Paper 2: Health and Performance	Component 3 & 4
Written examination: 1 hour and 40 minutes	Written examination: 1 hour and 15 minutes	Practical Performance (3 sports) Personal Exercise Programme (PEP)
36% of the qualification	24% of the qualification	40% of the qualification
90 marks	70 marks	125 marks

## Revision Tips and Techniques

Go through your subject revision list and start writing notes on the topic

**IN YOUR OWN WORDS.**

Highlight the keywords and important bits in your notes. Use a key if you need to.

As you go through your notes, think about how you will be tested. What questions could be asked? Write questions for yourself as you go along, the simplest ones could be just recalling facts.

There's lots to revise so break down each topic into smaller chunks. Revise that chunk, and then test yourself.

Avoid distractions and really concentrate. Follow your revision timetable and stick to it!

**DON'T PANIC!**

**Research**

**Analyse**

**Explore**

**Recall**

**Evaluate**

# Revision Tips and Techniques

**WHERE SHOULD YOU REVISE**

- KITCHEN
- OUTSIDE
- EVERYWHERE
- AFTER SCHOOL CLUBS
- LIBRARY
- BEDROOM
- STUDY

**UNSURE! ASK FOR HELP TO ANSWER QUESTIONS**

**READ**

**COVER**

- PAST PAPERS
- REVISION GUIDES
- DO HOMEWORK

**WRITE**

**LISTEN**

- MATHSWATCH
- TEACHER REVISION SESSIONS
- GROUPWORK

**SEARCH THE APP STORES FOR GCSE REVISION APPS**

**VISUAL LEARNERS = POSTIT NOTES**

**30 MINUTES IS 1/48 OF A DAY. GIVE IT UP FOR A WHILE AND IN SUMMER YOU WILL SMILE!**

**HANDY WEBSITES**

- MATHSWATCH
- YOUTUBE
- BBCBITESIZE
- MYMATHS
- EDEXCEL
- QA

REVISION TIMETABLE	
MONDAY	Maths
TUESDAY	Maths
WEDNESDAY	Maths
THURSDAY	Maths
FRIDAYS	Evening Club
WEEKEND	Maths



## Revision Tips and Techniques



# Notes

A series of horizontal dotted lines for writing notes.

# Notes

A series of horizontal dotted lines for writing notes.

# Notes

A series of horizontal dotted lines for writing notes.

Eden Boys' School, Preston  
Universal House, Adelaide Street, Preston, PR1 4BD  
Tel: 01772 926000  
Email: [info@ebpreston.staracademies.org](mailto:info@ebpreston.staracademies.org)  
[www.edenboyspreston.com](http://www.edenboyspreston.com)