

Year 9	Summer Term 1						
	12 April	19 April	26 April	3 May	10 May	17 May	24 May
Art	Fantastic & Strange						
	Looking at different artists and cultures to create our own fantastic and strange creatures. Using creative methods and media to design ideas.						
Dance	Set Dance / Performing Skills						
	Learning a Set Dance. Performing skills: physical skills (recap/retrieval from Autumn Term) and expressive skills. Practical and theory.						
Drama	Teachers						
	Workshops in Godber style. Scripted material from Teachers. Development of character.						
English	Writing Masterclass: Teacher's Choice of Text						
	Writing Masterclass: Narrative	Writing Masterclass: Descriptive	Writing Masterclass: Non-Fiction	Writing Masterclass: Argumentative	Writing Masterclass: Speeches	Writing Masterclass: Articles	Writing Masterclass: Portfolio Production
Food	Nutrition						
	Make links to the Eatwell Guide and micro and macro nutrients. Understand BMI and calories and know how they can affect our food choices. Understand the importance of fibre and hydration in our diets.						
French	School life						
	To talk about school subjects, to describe a school day in the past tense, to highlight differences between French and British school, to express opinions about school uniform and school rules and to explain what you would change in your school.						
Geography	Living World				Urban Issues and Challenges		
	Hot Deserts - Opportunities and challenges.	Desertification	Desert Survival Living World Revision	Living World Revision	Urbanisation	Megacities	Where is Rio?
Graphics	Mythical Creatures						
	Pupils will learn a range of image editing techniques using Adobe Photoshop to create a digital hybrid mythical creature.						

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History	What was the significance of WW2? What was the experience of European Jews in the 1930-40s?						
	Why did D-Day happen in 1944?	Were America justified in dropping the Atomic Bomb? What were the experiences of the children from Kindertransport?	What was life like for Jews in Europe in the 1930s?	How did the Nazis persecute the Jews? What was life like for Jews in the Ghettos?	How can we use items to tell us about the Holocaust?	How did Jews resist the Holocaust? Who else did the Nazis persecute?	Why were ordinary Germans involved in the Holocaust?
IT	Python Fundamentals with Turinglab course						
	Smart Cities			Chatbot			
Maths Higher	Vectors		Rate of change	Algebraic fractions	Charts and Graphs	Ratio review	
Maths Foundation	Ratio Review	Proportion Review	Shape Review	Algebra review	Number review	Probability review	
Music	Rhythms of the World						
	Pupils will engage in practical lessons that require them to perform specific rhythmic patterns found in samba from the Latin-American carnival. Pupils will work on our full samba kit to produce a class performance that will require them to read from notation, maintain a steady pulse and use improvised patterns where appropriate.						
PE	Continuation of Spring Activities to include: Basketball, Badminton, Football, Netball, Table Tennis and Outside Adventurous Activities						
Product Design	Automatons						
	Continuation of mechanisms, levers, cams and converting types of motion.						
PHSHE	Start of Relations and Sex Education (RSE) and Puberty Review.	Positive relationships and the start of more intimate relationships.	Differences in relationships and expectations.	Media and relationships, negative relationships.	Long term relationships and forced marriage.	Breakdown of relationships.	Consent and Sexually Transmitted Diseases (STD).

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RE/Phil	Evil and suffering						
	The problems of evil and suffering. Moral and Natural Evil.	A for Atheism.	The Fall of Adam and Eve.	The Book of Job.	Theodicies.	Examples of evil and suffering.	What guides moral behaviour?
Science	Chemistry 1: Atomic structure		Physics 3: Energy resources			Biology 1 (Part 2): Cell transport	
Spanish	My town						
	<ul style="list-style-type: none"> - Talking about places in town, describing where you go in town and giving and understanding directions. - Discussing plans for the weekend, comparing rural and urban environments and describing how areas have changed over time. 						
Textiles	Completion of 'Bag for Life' Project and start of the Garment Manufacturing Project.						
	Pupils will spend the first few lessons completing the bag for life project where they have built up skills in design, embellishment techniques and construction. Pupils will then be starting the garment manufacturing project where they develop knowledge of fibres, fabrics, the use of patterns and pattern markings, manufacturing specifications and some key manufacturing techniques.						