



Long Term Plan

Year 9



2020-2021	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 7 weeks	Summer 7 weeks	
English Reading	Read, understand and respond to different types of texts- fiction and non-fiction	Northern Lights Focus on understanding plot and the presentation of characters and key themes	Annotate texts to identify words where there may be more than one interpretation of meaning	Analyse the language, form and structure used by the writer to create meanings and effects, Relationship between texts and the contexts in which they were written	Read and Study Shakespeare 'The Tempest' with a focus on understanding plot and the presentation of characters and key themes	Read, understand and respond to texts; Informed personal response in interpretations
English Writing	Develop love for different types of writing. Write actively, fluently, and effectively for different audiences and purposes.	Write concisely	Experiment with techniques in their own writing	Use a dictionary and thesaurus during drafting and proof-reading process	Plan swiftly and concisely to support their responses in timed conditions	Edit work in timed conditions
English Grammar and Vocabulary	Review complex sentences and clauses Subject- Verb agreement. Use a range of punctuation for effect	Use vocabulary and grammatical contractions in reading and listening. Use Standard English confidently.	Identify layers of meaning in the writer's choice of words	Figurative Language	Extend and apply grammatical knowledge in the study of more challenging texts Use new vocabulary and grammatical constructions.	Develop precise, perceptive analysis of how language is used
Spoken English	Ongoing skills: <ul style="list-style-type: none"> • Demonstrate presentation skills in a formal setting. • Listen and respond appropriately to spoken language. • Use spoken standard English effectively in speeches, presentations, debates. 					



Mathematics	Unit 1: Indices and standard form (10 hrs)	Unit 3: Dealing with data (11 hrs)	Unit 5: Constructions (10 hrs)	Unit 7: Circles, Pythagoras and prisms (10 hrs)	Unit 9: Probability (10 hrs)	
	Unit 2: Expressions and formulae (11 hrs)	Unit 4: Multiplicative reasoning (11 hrs)	Unit 6: Equations, inequalities and proportionality (11 hrs)	Unit 8: Sequences and graphs (12 hrs)	Unit 10: Comparing shapes (9 hrs) IGCSE Baseline Test	
Science	Genetics (28 hrs)	Plant Growth (28 hrs)	Forces and motion (28 hrs)	Force fields and electromagnets (28 hrs)	Making materials (28 hrs)	
Geography	Living with Earthquakes and Volcanoes Ecosystems Natural Resources		Population Urban Change Development		Africa Geographical Investigations Skills in Geography	
History	Getting the vote: <ul style="list-style-type: none"> How democratic was Britain in the 19th Century? What's the truth about Victorian Women? How did women get the vote? How much more democratic was Britain by 1928? 	The First World War: <ul style="list-style-type: none"> Why did the First World War start in 1914? What was the First World War Like? 	Conflict in the 20th Century: <ul style="list-style-type: none"> How did new ideas cause conflict? How do you fight a 'Cold War'? What has caused conflict in the 20th Century? 	The Holocaust: <ul style="list-style-type: none"> To what extent were Jews persecuted before the Holocaust? How were the Nazis able to implement the 'Final Solution'? 	The Middle East: <ul style="list-style-type: none"> What are the long-term causes of conflict in the Middle East? How did the Cold War cause conflict in the Middle East? Why is the Middle East in the news so much? 	The Best Way to Make Change: <ul style="list-style-type: none"> What's the best way to bring about change? (alt. Music as propaganda and protest)
Art	Unit 1: Birds Texture Tone (B&W/Colour) Observational Drawing (5 hrs)	Unit 1: Birds Artist Research Planning Final Artwork (6 hrs)	Unit 1: Birds Creating/Reflection Final 3D Artwork (3 hrs) Unit 2: Icons Portraiture (Proportions & Facial Features) (2 hrs)	Unit 2: Icons Drawing & Recording from Secondary Sources Artist Research (6 hrs)	Unit 2: Icons Composition & Narrative Final Artwork (6 hrs)	* Unit 1 & 2 to follow IGCSE format and assessment objectives.



<p>Greek</p>	<p>Non-natives</p> <p>Introduction:</p> <p>Grammar time</p> <ul style="list-style-type: none"> New academic year The new teacher Dimitris and Pavlos <p>Natives (GCSE)</p> <p>Future aspirations, study and work</p> <ul style="list-style-type: none"> Using languages beyond the classroom Ambitions 	<p>Non-natives</p> <p>During school break time</p> <ul style="list-style-type: none"> New Subjects Story time: Let's go to our friend Paris Review 1 and Song Where is the park? <p>Natives (GCSE)</p> <p>Future aspirations, study and work</p> <ul style="list-style-type: none"> Work <p>International and global dimension</p> <ul style="list-style-type: none"> Bringing the world together 	<p>Non-natives</p> <ul style="list-style-type: none"> Mum and dad Where are we? Yesterday afternoon Story time: We are in Thrinakia <p>Natives (GCSE)</p> <p>International and global dimension</p> <ul style="list-style-type: none"> Bringing the world together Environmental issues 	<p>Non-natives</p> <ul style="list-style-type: none"> The time The trip I am sick We eat healthily <p>Natives (GCSE)</p> <p>Review of the GCSE units by completing Past-Papers about</p> <ul style="list-style-type: none"> Identity and culture Local area, holiday and travel 	<p>Non-natives</p> <ul style="list-style-type: none"> Story time: What does Ulysses have? When's your name day? Eleni's party The supermarket <p>Natives (GCSE)</p> <p>Review of the GCSE units by completing Past-Papers about</p> <ul style="list-style-type: none"> School Future aspirations, study and work International and global dimension 	
<p>Music</p>	<p>Music from Africa</p> <p>Performing a traditional piece as a group</p> <p>Investigating the origins of the Djembe</p> <p>(7 hours)</p>	<p>Music from Africa</p> <p>Composing a piece in the style of a traditional African drumming circle in small groups</p> <p>(8 hours)</p>	<p>Music from Indonesia</p> <p>Performing a traditional piece as a group</p> <p>Investigating the origins of Indonesian music</p> <p>(7 hours)</p>	<p>Music from Indonesia</p> <p>Composing a piece in the style of a traditional Indonesian temple ensemble in small groups</p> <p>(7 hours)</p>	<p>Musical Futures</p> <p>Investigating the history and future of popular music in the western tradition</p> <p>Performing a popular piece in small groups</p> <p>(3 hours)</p>	<p>Musical Futures</p> <p>Composing a popular song in small groups</p> <p>Devising a marketing approach for a modern band</p> <p>(4 hours)</p>
<p>Drama</p>	<p>Harold Pinter</p> <p>Commedia dell' arte</p>	<p>Commedia dell' arte (cont.)</p>	<p>Devising</p>	<p>Devising</p>	<p>Elizabethan Theatre.</p>	<p>Modern Play Extract</p>



Physical Education	Football	Hockey	Athletics	Basketball	Cricket
Computing and ICT	Marketing & Branding using ICT	Introduction to HTML Computer Programming Language	Website Design		'My' Personal Project identifying a problem to solve our developing world using ICT or Computer Science Skills following the inquiry cycle framework.
PSHE	Careers <ul style="list-style-type: none"> • Personal Review and planning • Opportunities in learning and work 	Careers <ul style="list-style-type: none"> • Choices at 14+ • Study and Research Skills 	Diversity and Relationships <ul style="list-style-type: none"> • Rights and Responsibilities • Diversity in gender, age, disability and homophobia 	Diversity and Relationships <ul style="list-style-type: none"> • Relationships 	Personal Identities and Healthy Lifestyle <ul style="list-style-type: none"> • Self Esteem, confidence and assertiveness • Healthy Lifestyle, peer influence, body image and eating disorders • Risk, minimising harm and getting help