



# Long Term Plan

Year 9



2021-2022	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 7 weeks	Summer 7 weeks	
<b>English Reading</b>	Of Mice and Men Ignite Unit 1	Of Mice and Men Ignite Unit 2	Romeo and Juliet Ignite Unit 3	Romeo and Juliet Ignite Unit 4	Poetry and Folklore Ignite Unit 5	Poetry and Folklore Ignite Unit 6
<b>English Writing</b>	Creative writing.	Writing to persuade	Writing to Advise	Writing to Inform	Writing to Explain	Writing to review
<b>English Grammar and Vocabulary</b>	Apostrophes Commas Semi-colons Colons	Effective paragraphing	Using standard English	Naming and using a variety of sentence types	Using grammar and sentence types to create specific effects	Analysing an author's use of grammar
<b>Spoken English</b>	Discussion and oral Storytelling					
<b>Mathematics</b>	Unit 1: Indices and standard form (10 hrs) Unit 2: Expressions and formulae (11 hrs)	Unit 3: Dealing with data (11 hrs) Unit 4: Multiplicative reasoning (11 hrs)	Unit 5: Constructions (10 hrs) Unit 6: Equations, inequalities and proportionality (11 hrs)	Unit 7: Circles, Pythagoras and prisms (10 hrs) Unit 8: Sequences and graphs (12 hrs)	Unit 9: Probability (10 hrs) Unit 10: Comparing shapes (9 hrs) IGCSE Baseline Test	
<b>Science</b>	Genetics (28 hrs)	Plant Growth (28 hrs)	Making Materials (28hrs)	Forces and Motion (28hrs)	Force fields and electromagnets (28 hrs)	
<b>Geography</b>	Living with Earthquakes and Volcanoes Ecosystems Natural Resources		Population Urban Change Development		Africa Geographical Investigations Skills in Geography	



<p><b>History</b></p>	<p><b>Getting the vote:</b></p> <ul style="list-style-type: none"> <li>• How democratic was Britain in the 19th Century?</li> <li>• What's the truth about Victorian Women?</li> <li>• How did women get the vote?</li> <li>• How much more democratic was Britain by 1928?</li> </ul>	<p><b>The First World War:</b></p> <ul style="list-style-type: none"> <li>• Why did the First World War start in 1914?</li> <li>• What was the First World War Like?</li> </ul>	<p><b>Conflict in the 20th Century:</b></p> <ul style="list-style-type: none"> <li>• How did new ideas cause conflict?</li> <li>• How do you fight a 'Cold War'?</li> <li>• What has caused conflict in the 20th Century?</li> </ul>	<p><b>The Holocaust:</b></p> <ul style="list-style-type: none"> <li>• To what extent were Jews persecuted before the Holocaust?</li> <li>• How were the Nazis able to implement the 'Final Solution'?</li> </ul>	<p><b>The Middle East:</b></p> <ul style="list-style-type: none"> <li>• What are the long-term causes of conflict in the Middle East?</li> <li>• How did the Cold War cause conflict in the Middle East?</li> <li>• Why is the Middle East in the news so much?</li> </ul>	<p><b>The Best Way to Make Change:</b></p> <ul style="list-style-type: none"> <li>• What's the best way to bring about change? (alt. Music as propaganda and protest)</li> </ul>
<p><b>Art</b></p>	<p><b>Unit 1: Sweet Treats</b></p> <p>Texture Tone (B&amp;W/Colour) Observational Drawing (5 hrs)</p>	<p><b>Unit 1: Sweet Treats</b></p> <p>Artist Research Planning Final Artwork (6 hrs)</p>	<p><b>Unit 1: Sweet Treats</b></p> <p>Creating/Reflection Final 3D Artwork (3 hrs)</p> <p><b>Unit 2: Icons</b></p> <p>Portraiture (Proportions &amp; Facial Features) (2 hrs)</p>	<p><b>Unit 2: Icons</b></p> <p>Drawing &amp; Recording from Secondary Sources Artist Research (6 hrs)</p>	<p><b>Unit 2: Icons</b></p> <p>Composition &amp; Narrative Final Artwork (6 hrs)</p>	<p><b>* Unit 1 &amp; 2</b> to follow IGCSE format and assessment objectives.</p>
<p><b>Greek</b></p>	<p><b>Non-natives</b></p> <p>Introduction: Grammar time</p> <ul style="list-style-type: none"> <li>• New academic year</li> <li>• The new teacher</li> <li>• Dimitris and Pavlos</li> </ul> <p><b>Natives (GCSE)</b></p> <ul style="list-style-type: none"> <li>• Future aspirations, study and work</li> <li>• Ambitions: volunteering; training</li> <li>• Work: jobs; careers and professions</li> </ul>	<p><b>Non-natives</b></p> <p>During school break time</p> <ul style="list-style-type: none"> <li>• New Subjects</li> <li>• Story time: Let's go to our friend Paris</li> <li>• Review 1 and Song</li> <li>• Where is the park?</li> </ul> <p><b>Natives (GCSE)</b></p> <ul style="list-style-type: none"> <li>• International and global dimension</li> <li>• Bringing the world together: sports events;</li> <li>• Music events;</li> </ul>	<p><b>Non-natives</b></p> <ul style="list-style-type: none"> <li>• Mum and dad</li> <li>• Where are we?</li> <li>• Yesterday afternoon</li> <li>• The weekend</li> </ul> <p><b>Natives (GCSE)</b></p> <ul style="list-style-type: none"> <li>• International and global dimension</li> <li>• Bringing the world together: campaigns and good causes</li> </ul>	<p><b>Non-natives</b></p> <ul style="list-style-type: none"> <li>• Story time: We are in Thrinakia</li> <li>• Review 2 and Song</li> <li>• The time</li> <li>• The trip</li> <li>• I am sick</li> </ul> <p><b>Natives (GCSE)</b></p> <ul style="list-style-type: none"> <li>• International and global dimension</li> <li>• Environmental issues: being 'green';</li> <li>• access to natural resources</li> </ul>	<p><b>Non-natives</b></p> <ul style="list-style-type: none"> <li>• We eat healthily</li> <li>• Today we have PE</li> <li>• Story time: What does Ulysses have?</li> <li>• Review 3 and Song</li> <li>• When's your name day?</li> </ul> <p><b>Natives (GCSE)</b></p> <p>Review of all the GCSE Units of the year in Past – Papers, vocabulary and grammar exercises</p>	



<p><b>Music</b></p>	<p><b>Music from Indonesia</b></p> <p><b>Performing</b> a traditional piece as a group</p> <p><b>Appraising</b> and investigating the origins of Indonesian music</p> <p>(7 hours)</p>	<p><b>Music from Indonesia</b></p> <p><b>Composing</b> a piece in the style of a traditional Indonesian temple ensemble in small groups</p> <p>(7 hours)</p>	<p><b>Incidental Music</b></p> <p><b>Perform</b> Grieg's ' In the Hall of The Mountain King' as a whole class and in small groups</p> <p><b>Appraise</b> the piece in terms of compositional techniques to add drama and intrigue.</p> <p>(7 hours)</p>	<p><b>Incidental Music</b></p> <p><b>Compose</b> a piece to represent a story line of your choice in small groups</p> <p>(7 hours)</p>	<p><b>Musical Futures</b></p> <p>Investigating the history and future of popular music in the western tradition</p> <p>Performing a popular piece in small groups using ukuleles</p> <p>(3 hours)</p>	<p><b>Musical Futures</b></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><b>Drama</b></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>
<p><b>Physical Education</b></p>	<p>Netball</p>	<p>Football</p>	<p>Athletics</p>	<p>Rounders</p>	<p>Cricket/ Softball</p>	
<p><b>Computing and ICT</b></p>	<p>Design the marketing and branding tools to promote a TLC school event.</p>	<p>Introduction to HTML Computer Programming Language.</p>	<p>Design and create a personal e-portfolio.</p>		<p>Identify a problem to solve our developing world.</p>	
<p><b>PSHE</b></p>	<p>Careers</p> <ul style="list-style-type: none"> <li>Personal Review and planning</li> <li>Opportunities in learning and work</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>Choices at 14+</li> <li>Study and Research Skills</li> </ul>	<p>Diversity and Relationships</p> <ul style="list-style-type: none"> <li>Rights and Responsibilities</li> <li>Diversity in gender, age, disability and homophobia</li> </ul>	<p>Diversity and Relationships</p> <ul style="list-style-type: none"> <li>Relationships</li> </ul>	<p>Personal Identities and Healthy Lifestyle</p> <ul style="list-style-type: none"> <li>Self Esteem, confidence and assertiveness</li> <li>Healthy Lifestyle, peer influence, body image and eating disorders</li> <li>Risk, minimising harm and getting help</li> </ul>	