



Dallam School

Year 9

Curriculum overviews

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Dallam School

Curriculum overview

Department: Art
Year Group: 9

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Lettering	Theme / Topic Continue Lettering	Theme / Topic Collage	Theme / Topic Collage	Theme / Topic Fruit and Vegetables	Theme / Topic Fruit and Vegetables
By the end of this half term pupils will know (<i>key knowledge, including tier 3 vocabulary</i>)					
<ul style="list-style-type: none"> ➤ Work of the artist Paul Peter Piech ➤ An understanding of what graphic lettering is ➤ Design development skills ➤ Shading skills using coloured pencils and felt tips ➤ Keeping a sketchbook <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tone ➤ Line ➤ Scale ➤ Composition ➤ font ➤ typography ➤ graphic design 	<ul style="list-style-type: none"> ➤ How to create flat and three-dimensional lettering ➤ The importance of good composition and layout <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tone ➤ Line ➤ Scale ➤ Composition ➤ font ➤ typography ➤ graphic design 	<ul style="list-style-type: none"> ➤ Work of the artist Peter Clark ➤ What collage is ➤ How to use tone, shading, and mark-making to do an observational drawing of a fish ➤ Composition ➤ Keeping a sketchbook <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tone, ➤ shading ➤ mark-making ➤ collage ➤ texture ➤ relief ➤ paper folding ➤ layout ➤ composition 	<ul style="list-style-type: none"> ➤ Broaden knowledge of artist Peter Clark ➤ How to translate an artwork from a pencil drawing to a collage using found and printed papers ➤ Keeping a sketchbook <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tone, ➤ shading ➤ mark-making ➤ collage ➤ texture ➤ relief ➤ paper folding ➤ layout ➤ composition 	<ul style="list-style-type: none"> ➤ Work of the artists Michael Craig-Martin, Banca De Frutas, Lotta Kuhlhorn, Helen Dardik, and Dekanimal Art ➤ How to work successfully in a variety of media including pencil, coloured pencil, and crayon <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Observational drawing ➤ coloured pencil ➤ crayon ➤ tone ➤ shading ➤ graphic ➤ flat colour 	<ul style="list-style-type: none"> ➤ A broadened understanding of the relevant artist ➤ How to work successfully in a variety of media including pencil, coloured pencil, and crayon <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Observational drawing ➤ coloured pencil ➤ crayon ➤ tone ➤ shading ➤ graphic ➤ flat colour

They will understand (<i>key concepts</i>)					
<ul style="list-style-type: none"> ➤ the work of artist and printmaker Paul Peter Piech ➤ layout and composition skills and how they are used in related industries 	<ul style="list-style-type: none"> ➤ The importance of good composition and layout ➤ How visual art can be used to communicate 	<ul style="list-style-type: none"> ➤ What makes an effective drawing collage and how artists use it in different ways ➤ How to create an effective artist research page. 	<ul style="list-style-type: none"> ➤ How layering and folding of papers can be used to create a successful collage 	<ul style="list-style-type: none"> ➤ How to create an effective observational drawing? ➤ What is meant by positive and negative space? ➤ Contemporary illustrations. 	<ul style="list-style-type: none"> ➤ How to create a painting in the style of Michael Craig Martin ➤ How fruit and vegetables can be used to practice layout, composition, and observational skills
They will know how to (<i>key skills</i>)					
<p>To develop skills in:</p> <ul style="list-style-type: none"> ➤ Researching the work of artists and designers and making links to their own work ➤ How to create an artist research page/sheet ➤ Application of colour using felt tips ➤ Composition ➤ Keeping a sketchbook ➤ Written analysis 	<ul style="list-style-type: none"> ➤ Evaluating their own work and that of others ➤ Lettering – drawing, creating, imagination, appropriateness of. ➤ Composition ➤ Keeping a sketchbook 	<ul style="list-style-type: none"> ➤ Use pencil to complete an accurate observational drawing of a fish ➤ To gain a knowledge of the work of artists such as Peter Clarke ➤ To develop skills in evaluating their own work and that of others. 	<ul style="list-style-type: none"> ➤ To develop skills in composition, mixed media and collage ➤ To develop skills in evaluating their own work and that of others. 	<ul style="list-style-type: none"> ➤ Research the work of artists and designers and make links to their own work ➤ create an artist research page/sheet ➤ Use Observation drawing and create tone using pencil and coloured pencil ➤ Apply colour using paint, pastels and pencils. ➤ Composition ➤ Keep a sketchbook ➤ Write analysis ➤ Evaluate their own work and that of others 	<ul style="list-style-type: none"> ➤ Apply colour using paint, pastels and pencils. ➤ Composition ➤ Keep a sketchbook ➤ Write analysis ➤ Evaluate their own work and that of others



Dallam School

Curriculum overview

Department: Biology
Year Group: 9

Autumn		Spring		Summer
Cell structure (9 lessons)	Cell division (4 lessons)	Transport in cells (7 lessons)	Organisation in animals (16 lessons)	
Use a light microscope to observe cells, make an accurate drawing and calculate magnification.	Recognise, draw and interpret diagrams of mitosis.	Investigate osmosis by measuring the how the mass of plant tissue changes in a range of concentrations of salt or sugar solutions.	Carry out multiple food tests to determine which food groups are present in samples of food.	
By the end of this topic pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>				
<ul style="list-style-type: none"> ➤ There are two different types of microscopes that scientists use to observe cells, called light microscopes and electron microscopes. ➤ All cells can be categorised into prokaryotes and eukaryotes, each with different organelles. Prokaryotic cells do not have a nucleus, Eukaryotic cells have a nucleus and include plant and animal cells. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Resolving power ➤ Nucleus ➤ Cytoplasm ➤ Cell membrane ➤ Mitochondria ➤ Ribosomes ➤ Cell wall ➤ Chloroplasts ➤ Chlorophyll ➤ Permanent vacuole ➤ Prokaryotic cells 	<ul style="list-style-type: none"> ➤ Body cells produce identical copies of themselves through a process called mitosis. ➤ Mitosis is part of the cell cycle, before making two identical daughter cells, it produces a copy of all chromosomes and organelles. ➤ Undifferentiated cells are called stem cells, these differentiate into specialised cells and are adapted for a particular function. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Cell cycle ➤ Mitosis ➤ Differentiate ➤ Stem cell ➤ Zygote 	<ul style="list-style-type: none"> ➤ Particles move in and out of cells by a process called diffusion. Diffusion is the movement of particles from a high concentration to a low concentration. ➤ Water moves in and out of cells by a process called osmosis. Osmosis is the movement of water from a high concentration to a low concentration across a partially permeable membrane. ➤ Active transport moves particles from a low concentration to a high concentration. It requires energy. This happens in root hair cells and in the human digestive system. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Diffusion ➤ Partially permeable membrane ➤ Osmosis ➤ Isotonic ➤ Hypertonic ➤ Hypotonic ➤ Turgor ➤ Active transport 	<ul style="list-style-type: none"> ➤ All living organisms are made of cells, tissues, organs and organ systems. ➤ The digestive system is an organ system which comprises of organs and enzymes. ➤ Enzymes are biological catalysts that help to break down food molecules in our digestive system. ➤ The circulatory system is an organ system that comprises of organs such as the heart, lungs and blood vessels that work together to deliver oxygen to respiring cells. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Tissue ➤ Organs ➤ Organ systems ➤ Enzymes ➤ Red blood cells ➤ White blood cells ➤ Platelets ➤ Arteries ➤ Veins ➤ Capillaries 	

Autumn		Spring		Summer
Cell structure (9 lessons)	Cell division (4 lessons)	Transport in cells (7 lessons)	Organisation in animals (16 lessons)	
Use a light microscope to observe cells, make an accurate drawing and calculate magnification.	Recognise, draw and interpret diagrams of mitosis.	Investigate osmosis by measuring the how the mass of plant tissue changes in a range of concentrations of salt or sugar solutions.	Carry out multiple food tests to determine which food groups are present in samples of food.	
<i>They will understand (key concepts)</i>				
<ul style="list-style-type: none"> ➤ How to calculate total magnification. ➤ How to compare prokaryotic and eukaryotic cells. ➤ How to describe the function of specialised animal cells. 	<ul style="list-style-type: none"> ➤ How to describe situations where mitosis is occurring. ➤ How to describe the importance of cell differentiation in multicellular organisms. ➤ How to list some arguments for and against the use of stem cells and evaluate the use of stem cells in medicine. 	<ul style="list-style-type: none"> ➤ How to list the factors that affect the rate of diffusion and explain why surface area affects the rate of diffusion. ➤ How to compare the similarities and differences between osmosis, diffusion and active transport. 	<ul style="list-style-type: none"> ➤ How to describe the function of certain organs and organ systems including the heart, lungs and blood vessels. ➤ How to explain in detail how the small intestine is adapted to its function. ➤ How to describe how enzymes are used in digestion. ➤ How to explain why high temperatures and changes in pH prevent enzymes from catalysing reactions. 	
<i>They will know how to (key skills)</i>				
<ul style="list-style-type: none"> ➤ Prepare a microscope slide. ➤ Use a light microscope to observe, draw, and label a selection of plant and animal cells and include a scaled magnification. ➤ Calculate magnification and show the answer in standard form. ➤ Draw a scientific drawing of a root hair cell observed using a light microscope. 	<ul style="list-style-type: none"> ➤ Recognise, draw and interpret diagrams of mitosis. ➤ Outline a simple ethical argument about the rights and wrongs of the potential uses of stem cells. ➤ Interpret data on stem cells, use this to verbally communicate well-constructed arguments. 	<ul style="list-style-type: none"> ➤ Write a suitable plan to investigate the effect of salt or sugar solutions on plant tissue, including necessary health and safety precautions. ➤ Use ratios, fractions and percentages. ➤ Calculate the surface area to volume ratio of a cube. ➤ Calculate the surface area to volume ratio of a sphere. 	<ul style="list-style-type: none"> ➤ Draw a diagram showing the lock and key theory to explain enzyme function. ➤ Carry out multiple food tests in an organised and safe manner. ➤ Design a results table to clearly record results from food tests. ➤ Plot a line graph. 	



Dallam School

Curriculum overview

Department: Chemistry
Year Group: 9

Autumn		Spring		Summer
Atomic structure (6 lessons)	Periodic table (6 lessons)	Analysis (5 lessons)	Atmosphere (5 lessons)	Acids and pH (7 lessons)
Use a model of the atom to represent the electronic structures of the first 20 elements	Explain the properties and reactions of elements in terms of their electronic structure	Use a range of separation techniques to analysis the chemical composition of mixtures and formulations	Examine the evidence behind theories on the evolution of the Earth's atmosphere	Devise a method to prepare a pure dry sample of a salt.
By the end of this topic pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>				
<ul style="list-style-type: none">➤ Atoms of elements and their isotopes are made up of differing numbers of three kinds of sub-atomic particle.➤ State symbols for chemical equations.➤ Mixtures can be separated by physical processes such as filtration, crystallisation, simple distillation, and chromatography.➤ Different models of the atom through history, and the key discoveries led to their development. <p>Keywords</p> <ul style="list-style-type: none">➤ nucleus➤ protons / neutrons / electrons➤ isotopes➤ atomic number➤ mass number➤ aqueous	<ul style="list-style-type: none">➤ The periodic table lists elements in order of their atomic number and groups elements with similar properties.➤ The reactions of alkali metals with oxygen, chlorine, and water.➤ The nature of compounds formed when bromine, chlorine, and iodine react with metals and non-metals.➤ The general properties of transition elements. <p>Keywords</p> <ul style="list-style-type: none">➤ Noble gas➤ transition element➤ alkali metal➤ reactive➤ halogen➤ displacement➤ shielding	<ul style="list-style-type: none">➤ The difference between a mixture and a formulation.➤ Chromatograms can be analysed quantitatively to identify compounds.➤ The different experimental tests for gases, including the procedure and positive result. <p>Keywords</p> <ul style="list-style-type: none">➤ purity➤ formulation➤ mobile phase➤ chromatography➤ chromatogram➤ retention factor	<ul style="list-style-type: none">➤ The Earth's early atmosphere was influenced by volcanic activity.➤ The composition of the atmosphere has evolved over time.➤ Human activity is now affecting the composition of the atmosphere.➤ The greenhouse effect and its effect on Earth's climate.➤ The effect of common pollutants including carbon monoxide, nitrogen oxides, and particulates. <p>Keywords</p> <ul style="list-style-type: none">➤ photosynthesis➤ fossil➤ greenhouse gas➤ carbon footprint➤ (in)complete combustion➤ global dimming	<ul style="list-style-type: none">➤ The reactions of metals with water and acid.➤ Acids are neutralised by alkalis, bases, (and metal carbonates) to produce salts, water (and carbon dioxide).➤ The chemical formula of common ions.➤ The pH values associated with aqueous solutions of acids and alkalis.➤ The difference between strong and weak acids. <p>Keywords</p> <ul style="list-style-type: none">➤ reactivity series➤ neutralisation➤ salt➤ insoluble➤ base➤ neutral➤ carbonate➤ pH scale

Autumn		Spring		Summer	
Atomic structure (6 lessons)	Periodic table (6 lessons)	Analysis (5 lessons)	Atmosphere (5 lessons)	Acids and pH (7 lessons)	
Use a model of the atom to represent the electronic structures of the first 20 elements	Explain the properties and reactions of elements in terms of their electronic structure	Use a range of separation techniques to analysis the chemical composition of mixtures and formulations	Examine the evidence behind theories on the evolution of the Earth's atmosphere	Devise a method to prepare a pure dry sample of a salt.	
They will understand (<i>key concepts</i>)					
<ul style="list-style-type: none"> ➤ Why mass is conserved in a chemical reaction. ➤ How to use chemical symbols of atoms to write chemical formulae. ➤ How to explain the main processes occurring in paper chromatography and other separation techniques. ➤ Why the model of the atom has changed over time. ➤ How to use numbers and diagrams to represent the electronic structures of atoms and ions. 	<ul style="list-style-type: none"> ➤ Why the ordering of the elements in the periodic table has changed over time. ➤ How to use the periodic table to make predictions about the electronic structure and reactions of elements. ➤ How the properties and reactions of elements depends on their electronic structures. ➤ How a more reactive element can displace a less reactive one from its compound. 	<ul style="list-style-type: none"> ➤ How melting point and boiling point data can be used to determine the purity of a substance. ➤ Why different substances and different conditions will have different R_f values. ➤ How to interpret results to identify a gas that is present. 	<ul style="list-style-type: none"> ➤ Why the Earth's atmosphere has changed over time. ➤ How to use word and symbol equations to show how gases in the atmosphere were formed. ➤ How to evaluate the negative social, economic, and environmental consequences of different types of atmospheric pollution. 	<ul style="list-style-type: none"> ➤ How to derive a reactivity series from experimental results and use this to make predictions. ➤ How to identify the chemical formula of the salt produced from the reaction between an acid and a metal. ➤ How pH relates to the H^+ ion concentration. ➤ How the reaction between ammonia and dilute acids to produce salts of importance to the agricultural sector 	
They will know how to (<i>key skills</i>)					
<ul style="list-style-type: none"> ➤ Write balanced symbol equations for chemical reactions. ➤ Use separation techniques such as filtration, distillation, and paper chromatography to separate mixtures. ➤ Recognise and use expressions in standard form. ➤ Make estimates of the results of simple calculations. 	<ul style="list-style-type: none"> ➤ Write word equations for chemical reactions. ➤ Write balanced symbol equations for chemical reactions. ➤ Safely observe chemical reactions and draw conclusions from their observations. ➤ Draw and interpret graphs and tables of properties of the elements (e.g. melting points, boiling points, density). 	<ul style="list-style-type: none"> ➤ Safely use a range of equipment to purify and/or separate chemical mixtures including chromatography. ➤ Interpret a chromatogram to identify unknown substances. ➤ Use ratios, fractions, and percentages. ➤ How to describe a method to produce a chromatogram. 	<ul style="list-style-type: none"> ➤ Write word equations for chemical reactions. ➤ Write balanced symbol equations for chemical reactions. ➤ Evaluate the quality of evidence. 	<ul style="list-style-type: none"> ➤ Write balanced symbol equations, with state symbols. ➤ Follow a method to prepare a pure, dry sample of a soluble salt from an insoluble substance and a dilute acid. ➤ Interpret the pH scale in terms of the changes in order of magnitude between each value. 	



Dallam School

Curriculum overview

Department: Computer Science
Year Group: 9

AUTUMN

SPRING

SUMMER

Half term 1

Half term 2

Half term 3

Half term 4

Half term 5

Half term 6

Theme/ topic:

Theme/ topic:

Theme/ topic:

Theme/ topic:

Theme/ topic:

Theme/ topic:

App development

Thinking like a Computer Scientist - Intermediate

Python 101

Data representation & Boolean Logic

Cyber Security

Data Science & Digital wellbeing

By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):

App Development – You will design, develop and create an app for an end user.

Learn to how to think like a Computer Scientist, developing computational thinking approaches; which you can apply across a variety of subjects to become a logical & analytical thinker. You will study existing algorithms and problem solving techniques which govern many aspects of your digital life & begin to evaluate their efficiency.

Tier 3 Vocabulary

- Abstraction
- Decomposition

You will put your problem solving techniques to the test designing, creating & testing Python programs which solve real work problems.

Tier 3 Vocabulary

- Variable
- Count controlled loop
- Condition controlled loop
- Sequence
- Selection
- Translator
- Interpreter
- Syntax
- Logic

You will learn how data is represented within your computer at a fundamental level.

Tier 3 Vocabulary

- Logic gate
- Transistor
- Binary
- Not
- And
- Or

You will learn about cyber security threats, the legal and ethical consequences of cyber attacks and how they can be mitigated.

Tier 3 Vocabulary

- Anti malware
- Virus
- Trojan
- DDOS
- Pen Testing
- Brute force
- Phishing
- Hacker
- Firewall

You will look how “big data” is used to predict outcomes and how you can look after your own digital wellbeing.

Tier 3 Vocabulary

- Digital footprint
- Cookie
- AI
- Machine learning
- Botnet
- Reliability
- Validity

	<ul style="list-style-type: none"> • Pattern recognition • Algorithm 	<ul style="list-style-type: none"> • Comparison operator • Assignment 		<ul style="list-style-type: none"> • Encryption • SQL injection 	
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They will understand (key concepts):

<p>The impact of user interface design on the usability of apps.</p> <p>The application of computational thinking approaches in coding a mobile app.</p>	<p>Abstraction, decomposition, pattern recognition and algorithmic thinking.</p>	<p>How to create text based coding solutions to small problems that make use of sequence selection and iteration. The importance of data types and their application in programming.</p>	<p>Why Computers represent data as binary and how to convert between number bases.</p> <p>How images, videos and sound are stored by a Computer.</p>	<p>Learn about the cyberthreats posed to a network, followed and an exploration of some common methods of defending the network against attacks. Know about the available career choices in cyber defence.</p>	<p>Why our data is valuable to others and why it is important to keep it safe. What data companies, such as social media platforms, collect about us and what they use it for. How the law tries to keep our data safe</p>
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They will know how to (key skills including speaking, reading and writing in this subject):

	<p>I can solve simple problems using brute force techniques.</p> <p>I can solve simple problems using trial and error to learn from mistakes.</p> <p>I know an algorithm is a set of steps used to complete a task can be represented as flow charts or as a list of instructions.</p>	<p>I can create code, which run in a sequence.</p> <p>I can create code which makes allows user input and stores this in a variable.</p> <p>I can define the term variable.</p> <p>I can create scripts, which make use of</p>	<p>I understand computers consist of transistors.</p> <p>I understand electrical signals that pass through transistors can are represented in binary as a 1 or 0.I can convert denary/decimal into 4 bit binary.</p>		<p>I can create code, which run in a sequence.</p> <p>I can create code which makes allows user input and stores this in a variable.</p> <p>I can define the term variable.</p> <p>I can create scripts, which make use of iteration to make my coding more efficient.</p>
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	<p>I know there are several algorithms that may solve the same problem. I know some algorithms are more efficient than others. I can define the term decomposition. I can define the term pattern recognition. I can define the term abstraction. I can define the term algorithmic thinking. I can systematically test solutions to problems to make sure I am right. I know the difference between "brute force" & "divide & conquer". I can use decomposition to break problems down into smaller parts & make them easier to solve. I can use abstraction to remove unnecessary detail from a problem and make it easier to solve. I can use algorithmic thinking to come up with a set of steps to solve a problem. I can use all of the correct symbols of a flow chart to represent the solution to a problem.</p>	<p>iteration to make my coding more efficient. I can create sensible variable names and use them to store data for later use in a program. I can define the data types strings, integers and real numbers. I can predict program output when given basic code examples I can systematically test my program to eliminate bugs and show it is robust. I can create programs, which handle strings, integers and real numbers. I can use operators such as >, = & < to make comparisons between variables and user input within my programs. I can use selective statements within programs which tests multiple criteria is</p>	<p>I can convert 4 bit binary into denary/decimal. I can convert denary/decimal into 8 bit binary. I can convert 8 bit binary into denary/decimal. I understand how a bit map is represented. I can calculate the size of a bit map file. I understand how sound is represented. I can calculate the file size of a sound file. I can convert Hexadecimal number into denary/decimal. I know logic gates allow electrical signals to be manipulated in order to perform calculations. I can draw the diagram for three logic gates, AND, OR and NOT. I can complete the truth tables for the</p>		<p>I can create sensible variable names and use them to store data for later use in a program. I can define the data types strings, integers and real numbers. I can predict program output when given basic code examples I can systematically test my program to eliminate bugs and show it is robust. I can create programs, which handle strings, integers and real numbers. I can use operators such as >, = & < to make comparisons between variables and user input within my programs. I can use selective statements within programs which tests multiple criteria is met before code is run. I can create programs which join operators with Boolean logic such as AND, OR and NOT. I know the difference between a count controlled and condition controlled loop and can select the appropriate one for a given problem. I can use abstraction, decomposition & pattern recognition to design and code my own solutions to simple problems.</p>
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I can use pseudocode to represent solutions to problems
I am able to apply computational thinking techniques to new problems and across subjects.
I can calculate best & worst case scenario comparisons.
I can compare algorithm efficiency using Big O notation.

met before code is run.
I can create programs which join operators with Boolean logic such as AND, OR and NOT.
I know the difference between a count controlled and condition controlled loop and can select the appropriate one for a given problem.
I can use abstraction, decomposition & pattern recognition to design and code my own solutions to simple problems.
I can use complex data structures such as arrays to store multiple pieces of data under one heading.
I can make use of subprograms within my code to make it more efficient.

logic gates, AND, OR and NOT.
I s for the logic gates, AND, OR and NOT.

I can use complex data structures such as arrays to store multiple pieces of data under one heading.
I can make use of subprograms within my code to make it more efficient.



Dallam School

Curriculum overview

Department: Design Technology
Year Group: 9

Rotation 1		Rotation 2		Rotation 3	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Passive Amp	Theme/ topic: Passive Amp	Theme/ topic: Sweet Dispenser	Theme/ topic: Sweet dispenser	Theme/ topic: Food Tech	Theme/ topic: Food Tech

By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):

<ul style="list-style-type: none"> ➤ Workshop Safety ➤ Specification ➤ Accurate measuring ➤ Sound waves (links to science) ➤ Mood board ➤ Product Analysis ➤ Wood Research ➤ CAD – 2D Design ➤ Finishes ➤ Evaluation <p>Practical skills:</p> <ul style="list-style-type: none"> ➤ Marking out ➤ Use of hand tools ➤ Use of drill ➤ Use of CAM (laser cutter) ➤ Application of finishes <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> ➤ <i>Amplification</i> ➤ <i>Jig</i> ➤ <i>Aesthetics</i> ➤ <i>Client</i> ➤ <i>Pillar drill</i> ➤ <i>Coping saw</i> 	<ul style="list-style-type: none"> ➤ Sustainability ➤ Marking out tools ➤ Forming of materials ➤ Labelling of designs ➤ Third Angle orthographic drawings ➤ Marking out tools ➤ Use of jigs and moulds ➤ Using CAD (2D design and Tinker Cad) ➤ Tolerance and Accuracy ➤ Quality control and Quality Assurance ➤ Graphic design <p>Practical skills:</p> <ul style="list-style-type: none"> ➤ Marking out tools ➤ Use of CAM (laser cutter) ➤ Use of drill - hole cutter ➤ Use of adhesives – different materials ➤ Use of hand tools <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> ➤ <i>Forming</i> ➤ <i>Plan view</i> ➤ <i>Dimensions</i> ➤ <i>Sustainability</i> ➤ <i>Adhesives</i> 	<ul style="list-style-type: none"> ➤ The importance of food hygiene and food safety ➤ The functions and food sources of nutrients- including excess and deficiencies ➤ A variety of special diets-allergies and intolerances ➤ The role of an Environmental Health Officer ➤ Jobs roles and contracts in the industry ➤ Cooking methods ➤ Environmental factors to consider in the industry <p>Practical skills:</p> <ul style="list-style-type: none"> ➤ Development of knife skills ➤ How to work with high risk foods ➤ Using a temperature probe ➤ Bread making ➤ Pastry making ➤ Sauce making <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> ➤ <i>Hygiene</i> ➤ <i>Bridge technique</i> ➤ <i>Claw technique</i>
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<ul style="list-style-type: none"> ➤ Flat file ➤ Round file ➤ Half-round file ➤ Etch ➤ 1-Point perspective ➤ 2-point perspective 	<ul style="list-style-type: none"> ➤ Aesthetics ➤ Mechanism ➤ Orthographic 	<ul style="list-style-type: none"> ➤ Nutrient ➤ Protein ➤ Carbohydrate ➤ Fat ➤ Vitamin A,B,C,D ➤ Mineral- Iron, Calcium ➤ Fibre ➤ Hydration ➤ Seasonality ➤ Food miles ➤ Allergies ➤ Intolerances ➤ Excess and deficiencies ➤ Environmental Health Officer
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They will understand (key concepts):

<ul style="list-style-type: none"> ➤ Assessment and testing of different shapes to analyse what makes sound channels in a passive amplifier successful. ➤ The need for accurate measuring and tolerance in manufacture ➤ Understanding what different finishes can be applied to a product and whether they are for function or aesthetics ➤ To be able to evaluate a finished product with strengths and weaknesses 	<ul style="list-style-type: none"> ➤ Different mechanisms ➤ How to design more sustainable ➤ How to use a jig to increase accuracy ➤ How to join different materials ➤ How industry use orthographic drawings to aid manufacture 	<ul style="list-style-type: none"> ➤ The functions and food sources of nutrients and the impact of missing nutrients out of the diet ➤ How to adapt meals to suit dietary needs ➤ Understand the role of an environmental health officer ➤ Understand some job roles in the industry and their day-to-day duties ➤ Types of cooking methods and how they can impact the nutritional value of dishes ➤ The 3 R's and how they could be used to ensure the industry has less impact on the environment ➤ The benefits of seasonal and local produce and how water and energy can be saved in the shopping, preparing, and cooking process
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They will know how to (key skills including speaking, reading and writing in this subject):

<ul style="list-style-type: none"> ➤ How to complete investigation and testing as a part of research and development ➤ How to accurately measure and mark out with tolerance ➤ How to calculate tolerance ➤ How to apply different finishes to achieve a high quality product 	<ul style="list-style-type: none"> ➤ Presentation of finished products ➤ Understand copyright ➤ Different industry methods to ensure quality ➤ How to draw accurately from different viewpoints to aid manufacture 	<ul style="list-style-type: none"> ➤ Read recipes ➤ Make a complete dish using a variety of skills ➤ Suggest adaptations to dishes for a variety of dietary needs ➤ How to apply healthier cooking methods for dishes
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		➤ How to reduce the impact to the environment when shopping, preparing and cooking dishes
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Dallam School

Curriculum overview

Department: Drama
Year Group: 9

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Physical Theatre	Devising	Medieval Drama. Careers in the drama industry	Theatre in Education (TIE)	Romeo & Juliet Shakespeare Macbeth	Mask

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

<ul style="list-style-type: none"> ➤ What physical theatre is and how to apply the skills learnt to a performance. ➤ The differences between Naturalistic and Non-Naturalistic theatre. ➤ How to work in a physical theatre style influenced by practitioners such as Frantic Assembly. <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> • Stimuli • Choreographer • Representational • Gesture • Abstract • Expression • Emphasis on Movement • Collaborate • Communicate meaning • Evaluate use of skills against a success criteria (perceptive detail). • Analyse application of skills and those of 	<ul style="list-style-type: none"> ➤ How to create a performance from a stimulus and be able to perform and evaluate their own work and that of their peers. ➤ Concept of physical theatre as a stylistic element to performance, with techniques including soundscape, genre, style and thought-tracking. <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> • Devising process • Stimulus • Exploration of context, situation, verbatim, plot, narrative. • Stylistic approach to theatre • Practitioner influence • Soundscape in creation of mood and atmosphere. • Thought tracking • Evaluate use of skills against a 	<ul style="list-style-type: none"> ➤ About the main developments in Drama during the medieval times. ➤ Popular theatrical genres prevalent during this period in history. ➤ Look into religious drama, mystery and miracle plays, themes of morality, folk drama and street theatre set in promenade staging. <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> • Genre • Prevalent theatre • Religious drama • Miracle plays • Inquiry • Promenade staging • Staging formats • Context (historical and social) • Evaluate use of skills against a success criteria (perceptive detail). • Analyse application of skills and those of others in the 	<ul style="list-style-type: none"> ➤ Know what is meant by the term Theatre in Education (T.I.E). ➤ To understand what a target audience is and dramatic message are. Including how to adapt and tailor their work to suit this demographic. ➤ Understand how TIE can be used as a learning tool, including both research, relevance and delivery of their message. <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> • Theatre in Education • Target audience • Audience demographic • Communication of meaning/message • Research • Relevance of issue • Devising and rehearsing • Language • Material 	<ul style="list-style-type: none"> ➤ The main plot, theme and characters of the play Romeo & Juliet. ➤ They will look at how the text can be translated into performance and the language modernised/understood by pupils. ➤ Understand how to rehearse a piece of improvised or scripted Drama for a final performance. <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> • Plot • Theme • Iambic pentameter • Inflection • Genre • Form • Characterisation including vocal and physical skills. • Language • Evaluate use of skills against a success criteria (perceptive detail). • Analyse application of skills and those of 	<ul style="list-style-type: none"> ➤ The importance of focus and clocking the audience. ➤ Basic rules and conventions of wearing a mask. ➤ Appreciation of the historical context of masks and the nature of Greek Chorus. <p>Tier 3 Vocabulary:</p> <ul style="list-style-type: none"> • Clocking the audience • Spatial awareness • Heightened movement and gesture • Historical context • Ensemble/chorus • Physicality including gait, movement, body language, gesture, posture. • Vocal skills including pitch, tone, inflection, pace, accent. • Subtext – chorus represents an emotion/universal character. • Melodrama
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<p>others in the creation of a performance.</p> <ul style="list-style-type: none"> • Reflect on link to stimulus/group collaboration highlighting areas of strength and improvement. 	<p>success criteria (perceptive detail).</p> <ul style="list-style-type: none"> • Analyse application of skills and those of others in the creation of a performance. • Reflect on link to stimulus/group collaboration highlighting areas of strength and improvement. 	<p>creation of a performance.</p> <ul style="list-style-type: none"> • Reflect on link to stimulus/group collaboration highlighting areas of strength and improvement. 	<ul style="list-style-type: none"> • Performance conventions • Spatial relationships • Evaluate use of skills against a success criteria (perceptive detail). • Analyse application of skills and those of others in the creation of a performance. • Reflect on link to stimulus/group collaboration highlighting areas of strength and improvement. 	<p>others in the creation of a performance.</p> <ul style="list-style-type: none"> • Reflect on link to stimulus/group collaboration highlighting areas of strength and improvement. 	<ul style="list-style-type: none"> • Evaluate use of skills against a success criteria (perceptive detail). • Analyse application of skills and those of others in the creation of a performance. • Reflect on link to stimulus/group collaboration highlighting areas of strength and improvement.
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They will understand (*key concepts*)

<ul style="list-style-type: none"> ➤ How elements of Physical Theatre can be used effectively in performance. ➤ What Physical Theatre is and how it correlates to performance. ➤ How to engage an audience through this style of theatre. ➤ How choreography can also be utilised as storytelling. ➤ Concept of 'Essence Machines' to explore abstract physical and vocal techniques. 	<ul style="list-style-type: none"> ➤ Process involved in creating an original piece of Drama from a stimulus. ➤ They will explore what a stimulus is and how it can inform practical work in performance. ➤ Improvisational skills. ➤ Devising process starting with stimulus and ending in a final performance. ➤ Develop their skill in devising, performing and evaluating an original piece of drama. 	<ul style="list-style-type: none"> ➤ How medieval theatre has shaped and evolved. ➤ The historical context to this time period and how we can reflect this in performance. ➤ The different types of plays from this era, including: morality plays, secular drama, Mummers plays. ➤ The significance of this era on modern day theatre and performance. 	<ul style="list-style-type: none"> ➤ How it can be used to target a specific issue or highlight an injustice for a specific target audience. ➤ The importance of dramatic message and be able to assess relevance for their target audience. ➤ The process involved in creating a TIE piece, eg. Consideration of dramatic message, planning for the target audience, researching the issue, devising and rehearsing resulting in the final performance. 	<ul style="list-style-type: none"> ➤ The stylistic features of a Shakespearean script and some techniques for decoding the language. ➤ Understand the plot and context to fully access the play. ➤ Stage fighting and the importance of choreography in the creation of physical sequences. ➤ The main themes and issues within the play, such as love, destiny, feuding families. ➤ Be able to rehearse and evaluate their own work. 	<ul style="list-style-type: none"> ➤ Historical relevance of Mask and its roots in Greek Chorus. ➤ Character building – experimenting with physicality including 'Centres of Weight' and 'Leading with Body Parts'. ➤ How mask can be used as a means of storytelling and communicating with an audience through performance.
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They will know how to (*key skills*)

- Devise in the style of Physical Theatre.
- Be able to review and evaluate their own progress and performance in accordance with a success criteria.
- Bring a script to life using stylised methods including freeze, movement, body props.
- Work as a group/ensemble.

- Apply a range of practical skills and techniques to their own work.
- Utilise a stimulus as the basis of ideas for a performance.
- Work collectively with others to respond to their stimulus through performance.

- Perform their own version of the Nativity in the style of a Medieval Mystery play.
- Work collaboratively in this style to create performance. This will then be reviewed and evaluated.
- Plan and rehearse a final performance using the skills and knowledge throughout the scheme of work.

- Develop their skills in creating, performing and responding to an original piece of Drama.
- Be able to apply a range of practical skills and techniques to the work.
- To work as a Theatrical company through the process of devising a TIE performance.

- Develop skills in performing script and assessing the Shakespearean language.
- Students will be able to choreograph a scene using stage combat and sequencing.
- Evaluate their own work against a set success criteria for this topic, including characterisation, vocal skills and interaction with others on stage.

- Devise and rehearse a final piece of drama using masks which demonstrates their skills, knowledge and understanding of the topic.
- Clocking the audience and facing forward, direct address to an audience.
- Physicality showing status and using mime as a medium for story progression.
- Create character and circumstance relevant to their performance.



Dallam School

Curriculum overview

Department: English
Year Group: 9

Overarching theme: other worlds

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Modern novel Analytical writing: exploring language and structure	Theme/ topic: Gothic fiction Narrative writing	Theme/ topic: Shakespeare: full play study Writing critical evaluations	Theme/ topic: 19th century non-fiction: Crime and Punishment Writing comparative essays	Theme/ topic: Modern drama: Noughts and Crosses Creating non-fiction texts Writing critical evaluations	

By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):

<ul style="list-style-type: none"> ➤ Context: social, historical and political ➤ Subject terminology for literary techniques ➤ Structural devices and language techniques ➤ <i>Tier 3 vocabulary:</i> American dream, racism, prejudice, discrimination, ageism, sexism, segregation, migrant worker, meritocracy, symbiotic, setting, pathetic fallacy, figurative language, semantic field, zoomorphism, personification, 	<ul style="list-style-type: none"> ➤ The conventions of the gothic fiction genre ➤ Context: social, historical and political ➤ <i>Tier 3 vocabulary:</i> Narrative hook, perspective (narrative, inward, outward), pathetic fallacy, omniscient, supernatural, prophecy, dichotomy, tyranny, anticipation, foreshadowing, foreboding, revelation, withholding, protagonist, 	<ul style="list-style-type: none"> ➤ Context: social, historical and political ➤ Moral impact of the play ➤ Terminology for elements of language, structure and form ➤ Conventions of play scripts and staging ➤ <i>Tier 3 vocabulary:</i> Drama, tragedy, comedy, form, prologue, soliloquy, monologue, dialogue, blank verse, iambic pentameter, sonnet, prose, poetry, rhyming couplet, comic relief, dramatic irony, juxtaposition, imagery, figurative language, pathetic fallacy, characterisation, setting, action, 	<ul style="list-style-type: none"> ➤ Conventions of non-fiction texts ➤ Contextual influences over the selection of material ➤ The ways attitudes are presented in different texts ➤ <i>Tier 3 vocabulary:</i> Rhetoric, direct address, salutation, formality, colloquialism, emotive language, hyperbole, pathos, ethos, logos, discourse markers, perspective, attitude, bias, counter argument, direct address, flattery, facts, opinions, superlatives, statistics, imperative, adverbial phrase, figurative language, simile, metaphor, personification, comparative connectives, intent 	<ul style="list-style-type: none"> ➤ Context: social, historical and political ➤ Moral impact of the play ➤ Terminology for elements of language, structure and form ➤ Conventions of play scripts and staging ➤ Conventions of non-fiction text types ➤ <i>Tier 3 vocabulary:</i> Dystopian, discrimination, (in)equality, (in)justice, bigotry, oppression. derogatory language, stage directions, ambiguity, dual narrative, perspective (narrative, inward, outward), focus (shift, widened, narrowed), juxtaposition, contrast,
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<p><i>symbolism, metaphor, simile, characterisation (direct and indirect), pathetic fallacy, setting, action, dialogue, foreshadowing, withholding, revelation, equilibrium, disequilibrium, false equilibrium, focus (shift, widened, narrowed), perspective (narrative, inward and outward)</i></p>	<p><i>antagonist, characterisation, setting, action, in medias res, dialogue, conspiracy of silence, allusions, figurative language, simile, metaphor, personification, sibilance, tension, suspense, sequence, equilibrium(dis/false), exposition, climax, resolution</i></p>	<p><i>foreshadowing, withholding, revelation,</i></p>		<p><i>foreshadowing, withholding, revelation, declarative, interrogative, imperative, exclamative, dialogue, theme, context</i></p>
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They will understand (key concepts):

<ul style="list-style-type: none"> ➤ Authorial intent. ➤ How bias and opinion can be communicated through sub-text ➤ Register and the effect on the reader ➤ The author's craft: the use of figurative, emotive and rhetorical language ➤ The use of specific vocabulary and the connotations of this ➤ How to use inference and deduction to explore layers of meaning within a text. ➤ How writers structure texts for intended effects 	<ul style="list-style-type: none"> ➤ The way authors craft their writing ➤ The techniques used to develop layers of meaning ➤ How writers develop mood and atmosphere ➤ How context influences content ➤ Effective plan, structure and crafting of narratives 	<ul style="list-style-type: none"> ➤ How key themes underpin the messages conveyed throughout a play ➤ How characters develop over the course of the play ➤ The methods used by playwrights to convey meaning ➤ The effects of literary techniques, both language and structure. ➤ How to evaluate across a whole text ➤ How to make a detailed response using key scenes ➤ How context influences the decisions surrounding characters, themes, plot and settings. ➤ How to respond to a text in a personal and critical style. 	<ul style="list-style-type: none"> ➤ How attitudes and perspectives are presented through non-fiction ➤ The way authors craft transactional writing ➤ How texts are structured for effect ➤ The nuances of language and how it can be interpreted in different ways 	<ul style="list-style-type: none"> ➤ How attitudes/perspectives adjust between time periods ➤ How different cultures and belief systems influences messages and moral lessons conveyed in texts ➤ How to empathise with others' experiences and situations. ➤ How authors convey meaning through literary techniques, both language and structure. ➤ How to formulate an analytical response using a critical style ➤ How inference and deduction can be used to interpret language at sentence and word level
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They will know how to (key skills including speaking, reading and writing in this subject):

<p>Core Skills</p> <ul style="list-style-type: none"> ➤ Analyse writers' techniques – language, including sentence forms ➤ Use evidence ➤ Analyse quotation ➤ Explore connotation and implied meaning <p>Discretionary skills:</p> <ul style="list-style-type: none"> ➤ Vary sentence structures ➤ Use effective paragraphing ➤ Structure whole texts effectively ➤ Apply a range of language techniques 	<p>Core Skills</p> <ul style="list-style-type: none"> ➤ Apply a range of language techniques ➤ Apply a range of structural techniques ➤ Vary sentence structures ➤ Use ambitious vocabulary <p>Discretionary Skills:</p> <ul style="list-style-type: none"> ➤ Analyse writer's techniques – language ➤ Analyse writers' techniques – structure ➤ Explain the effect on mood/atmosphere ➤ Analyse quotation 	<p>Core Skills</p> <ul style="list-style-type: none"> ➤ Evaluate overall effectiveness of writer's choices and approaches ➤ Analyse writer's techniques – language and structure ➤ Analyse the effect on reader/audience ➤ Explain effect on mood/atmosphere <p>Discretionary Skills:</p> <ul style="list-style-type: none"> ➤ Use ambitious vocabulary ➤ Use ambitious punctuation ➤ Vary sentence construction ➤ Apply show don't tell techniques when crafting writing 	<p>Core Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> ➤ Analyse writers' ideas and perspectives ➤ Compare writers' methods and approaches ➤ Use evidence ➤ Analyse quotations ➤ Explore effect on reader or audience ➤ Explore mood and atmosphere ➤ Explore writer's messages <p>Discretionary Skills:</p> <ul style="list-style-type: none"> ➤ Apply a range of literary techniques ➤ Structure whole texts effectively ➤ Use interesting and engaging material ➤ Justify opinions ➤ Vary sentence construction 	<p>Core Skills</p> <p>End of year assessment will assess all skills on the yearly pathways.</p> <p>Writing</p> <ul style="list-style-type: none"> ➤ Use ambitious vocabulary ➤ Use ambitious punctuation ➤ Vary sentence construction ➤ Apply a range of literary techniques ➤ Structure whole texts effectively ➤ Select interesting and engaging material ➤ Develop paragraphing ➤ Justify opinions <p>Reading</p> <ul style="list-style-type: none"> ➤ Evaluate overall effectiveness of writers' choices and approaches ➤ Analyse writer's techniques – language and structure ➤ Analyse effect on reader/audience ➤ Explore the writer's intentions and messages ➤ Make comparisons across two texts ➤ Compare attitudes and perspectives across texts
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Dallam School

Curriculum overview

Department: MFL
Year Group: 9 French

AUTUMN

SPRING

SUMMER

Half term 1

Half term 2

Half term 3

Half term 4

Half term 5

Half term 6

Theme/ topic:
Qui suis-je?

Theme/ topic:
Qui suis-je?

Theme/ topic:
Le temps de loisirs

Theme/ topic:
Le temps de loisirs

Theme/ topic:
Jour ordinaires, jours de fête

Theme/ topic:
Jour ordinaires, jours de fête

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

- Family members
- Personality
- Physical description
- Places in town
- Time phrases
- Describing friends

- Friendship
- Family relationships
- Going out
- Question words
- Who I admire

- Hobbies
- Frequency expressions
- Opinion phrases
- Films types
- Buying tickets
- Sports
- Technology

- Internet
- Reading
- Music
- TV Programmes
- An evening out with friends

- Food and drink
- Meals
- Quantities
- Clothes
- Colours
- Daily Life
- Buying clothes

- Shopping online
- Festivals
- Special foods
- Celebrating

They will understand (*key concepts*)

Grammar

- Adjectival agreement
- The present tense: *avoir* and *être*
- Definite and indefinite articles
- Prepositions
- The verb *aller*
- The preposition *à*
- The present tense: regular *-er* verbs
- Adjectival agreement: irregular adjectives
- Reflexive verbs

Grammar

- The near future tense
- Asking questions
- The perfect tense
- Using a combination of tenses
- Using *jouer à* and *jouer de*
- Using *aimer, adorer, préférer* and *détester*
- Using the correct article
- The verb *vouloir*

Phonics

- **h** (revision): *heure*

Grammar

- The verb *faire*
- *depuis* + present tense
- Using the correct preposition after the verbs *jouer (au / à la / à l' / aux)* and *faire (du / de la / de l' / des)*

Phonics

- **ai** (revision): *fais*
- **silent final e** (revision): *j'aime*

Grammar

- Négatives
- Comparative adjectives
- The perfect tense
- Irregular verbs in the present tense

Phonics

- **on** (revision): *passion*
- **silent final consonant (s)** (revision): *pas*
- **nasal sounds an, on** (revision): *divertissant, émission*
- **n-liaison** (revision): *mon émission*
- **é** (revision): *mangé*

Grammar

- Saying 'some' using *du / de la / de l' / des*
- Irregular verbs *boire* and *prendre*
- Adjectives of colour
- Modal verbs *devoir* and *pouvoir*
- *quel / quelle / quels / quelles*
- *ce / cet / cette / ces*

Phonics

- **oi** (revision): *bois*
- **-eille** (revision): *bouteille*

Grammar

- Asking questions using *est-ce que ...?* and *qu'est-ce que ...?*
- The present and near future tenses
- The perfect and imperfect tenses

Phonics

- **-gn-** (revision): *champagne*

<ul style="list-style-type: none"> ➤ Possessive adjectives Phonics ➤ silent final consonant (s, x) (revision): <i>parents, cheveux</i> ➤ œu: <i>sœur</i> ➤ s-liaison (revision): <i>les yeux</i> ➤ nasal sounds en, an, ain (revision): <i>centre, dans, demain</i> ➤ th (revision): <i>théâtre</i> ➤ ym (revision): <i>sympa</i> ➤ i (revision): <i>copine</i> ➤ -aill- (revision): <i>travailleur</i> ➤ -ille (revision): <i>famille</i> ➤ silent final e (revision): <i>père</i> ➤ qu (revision): <i>quelle</i> 	<ul style="list-style-type: none"> ➤ e (revision): <i>je</i> ➤ ai (revision): <i>j'ai</i> ➤ j (revision): <i>j'ai</i> ➤ <i>courageux, courses, beaucoup</i> ➤ u (revision): <i>lecture</i> ➤ e, é, è, silent final e (revision): <i>Je préfère</i> ➤ eu (revision): <i>peux</i> ➤ un (revision): <i>un</i> ➤ om (revision): <i>combien</i> ➤ -ien (revision): <i>combien</i> ➤ silent final consonants (x, s, p) (revision): 	<ul style="list-style-type: none"> ➤ -ail: <i>détails</i> ➤ r (revision): <i>lire</i> ➤ s-liaison (revision): <i>des articles</i> 	<ul style="list-style-type: none"> ➤ ai (revision): <i>j'ai</i> ➤ soft g (revision): <i>génial</i> 	<ul style="list-style-type: none"> ➤ an (revision): <i>mange</i> ➤ silent final consonant (t, s, c) (revision): <i>vert, gris, blanc</i> ➤ open and closed o (revision): <i>porte, polo</i> ➤ qu (revision): <i>quitter</i> ➤ ou (revision): <i>tout</i> ➤ soft c (revision): <i>cette</i> ➤ ch (revision): <i>chemise</i> ➤ -s- (revision): <i>chemise</i> ➤ on (revision): <i>on</i> ➤ n-liaison (revision): <i>on allume</i> 	<ul style="list-style-type: none"> ➤ ô (revision): <i>rôtie</i> ➤ in (revision): <i>raisin</i> ➤ a (revision): <i>abricots</i> ➤ é (revision): <i>bébé</i> ➤ eau (revision): <i>gâteau</i> ➤ œu (revision): <i>sœur</i>
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They will know how to (*key skills*)

- Revising family and describing people
- Revising places in town, activities and times
- Talking about friends and what makes a good friend
- Using regular *-er* verbs in the present tense
- Talking about family relationships
- Using reflexive verbs in the present tense
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- Making arrangements to go out
- Using the near future tense
- Describing a day out
- Using the perfect tense
- Discussing role models
- Using the present and perfect tenses together

- Revising leisure activities
- Revising films and going to the cinema
- Talking about sport
- Using *depuis* + the present tense
- Talking about using technology

- Using irregular verbs in the present tense
- Discussing reading habits and music
- Using negatives
- Talking about television programmes
- Using the comparative
- Talking about a night out with friends
- More on the perfect tense

- Talking about food and meals
- Discussing clothes and what to wear
- Describing your daily life
- Using *devoir* and *pouvoir*
- Shopping for clothes
- Using *quel(s) / quelle(s)* and *ce / cet / cette / ces*

- Describing festivals and traditions
- Asking questions using *est-ce que ...?* and *qu'est-ce que ...?* Talking about shopping for a special meal
- Using the present and near future tenses
- Describing family celebrations
- Using past, present and future tenses



Dallam School

Curriculum overview

Faculty: Humanities
Subject: Geography
Year Group: 9

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Globalisation	Theme/ topic: Please can I have some more food?	Theme/ topic: Impossible places	Theme/ topic: Is the grass greener?	Theme/ topic: TBC	Theme/ topic: Young Geographer of the Year
By the end of this half term pupils will know (<i>key knowledge, including tier 3 vocabulary</i>):					
<ul style="list-style-type: none"> ➤ What Globalisation is and how it is measured. Global flow patterns and potential disruptions to these. Why some people oppose globalisation. Environmental issues connected to increase globalisation. Positive effects of globalisation and the impacts of globalisation on our everyday lives. 	<ul style="list-style-type: none"> ➤ Global food patterns and the uneven distribution of food resources. Why these disparities occur and the different strategies being used to overcome these. ➤ The impacts of food insecurity and how we can increase food supply. ➤ Sustainable food production. 	<ul style="list-style-type: none"> ➤ Various places around the world which have been deemed 'impossible' for various environmental or political reasons. ➤ Places studied include; Las Vegas, Svalbard, the Aral Sea, the Bermuda Triangle, Chernobyl and Dubai. ➤ Exploration of each place and why it has been deemed impossible. 	<ul style="list-style-type: none"> ➤ Why people move and the different types of migration. ➤ The real reasons why people leave their homes (push and pull factors) and how far people might travel ➤ What causes migration flows, looking into remittances and the impacts of better global communication on migration. 	<p>This will be completed by September 2022</p>	<ul style="list-style-type: none"> ➤ Knowledge for this unit varies each year depending on the theme set by the Royal Geographical Society
<p>Tier 3 vocab <i>Trade, transportation, telecommunications, environmental impacts, interdependence</i></p>	<p>Tier 3 vocab <i>Food security, malnutrition, distributions, access, availability,</i></p>	<p>Tier 3 vocab <i>Sustainability, accessibility, drought, water management, diversity</i></p>	<p>Tier 3 vocab <i>Migration, refugee, asylum seeker, push factors, pull factors, remittances,</i></p>	<p>Tier 3 vocab</p>	<p>Tier 3 vocab <i>Enquiry process, methodology, sampling</i></p>
They will understand (<i>key concepts</i>):					
<ul style="list-style-type: none"> ➤ Interdependence ➤ Interconnectivity 	<ul style="list-style-type: none"> ➤ Interdependence ➤ Food disparities 	<ul style="list-style-type: none"> ➤ Physical processes ➤ Resilience 	<ul style="list-style-type: none"> ➤ Global flows and patterns of migration 		<ul style="list-style-type: none"> ➤ Geographical Enquiry

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: Globalisation	Theme/ topic: Please can I have some more food?	Theme/ topic: Impossible places	Theme/ topic: Is the grass greener?	Theme/ topic: TBC	Theme/ topic: Young Geographer of the Year
➤ Global patterns and flows	➤ Sustainable food production		➤ Refugees and asylum seekers ➤ Economic geography		
They will know how to (<i>key skills</i>):					
➤ Extended writing skills, paragraph structure, increased use of geographical key terms. ➤ Interpretation and analysis of data.	➤ Structure shorter exam style question in preparation for GCSE ➤ Interpret and analyse map data	➤ Independent research skills ➤ Climate analysis	➤ Applying migration models to migration stories. ➤ Data interpretation ➤ Analysis of global flow patterns and data ➤ Links with other geographical topics		➤ Interpretation and presentation of personal response to National competition



Dallam School

Curriculum overview

Faculty: Humanities
Subject: History
Year Group: 9

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: What was the impact of World War Two on Britain?	Theme/ topic: What was the Holocaust?	Theme/ topic: What was the significance of the British Empire?	Theme/ topic: Why did a Civil Rights movement emerge in the USA?	Theme/ topic: How and why has protest changed over time?	
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
<ul style="list-style-type: none"> ➤ What caused the outbreak of WWII? ➤ What was the impact of the War on the people of Britain? ➤ Why was Pearl Harbour significant? ➤ Was the USA justified in using the atomic bomb? <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> ➤ Invasion, expansionism, nationalism ➤ Evacuation, rationing, blitzkrieg, propaganda ➤ Operation Dynamo, Dunkirk, VE Day, VJ Day. 	<ul style="list-style-type: none"> ➤ What was the Holocaust? ➤ What resistance and rescue took place during the Holocaust? ➤ What was the impact of liberation? ➤ Was justice achieved after the Holocaust? ➤ How should we remember the Holocaust? <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> ➤ Anti-semitism, final solution, dehumanisation ➤ Concentration camps, ghetto, Kristallnacht ➤ Liberation, heroes, resistance 	<ul style="list-style-type: none"> ➤ What was the British Empire? ➤ What was life like to live in the British Empire? ➤ Why did the British Empire fall? ➤ What is the legacy of Empire in Britain today (Windrush/racial tensions)? <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> ➤ Colony, empire, commonwealth, imperial ➤ Mutiny, repression, looting, racism ➤ Decolonisation, legacy, repatriation 	<ul style="list-style-type: none"> ➤ What life was like for black Americans in the 20th century? ➤ What was segregation in the USA? ➤ Why did black Americans campaign for civil rights? ➤ Who were the significant individuals in the movement? <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> ➤ Segregation, Jim Crow Laws, KKK ➤ Constitution, amendment, rights ➤ Civil rights, civil disobedience, Black Power movement 	<ul style="list-style-type: none"> ➤ Why do people protest? ➤ How has protest changed over time? ➤ What changes have been brought about by protests through time? ➤ Why have protests through time been significant? <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> ➤ Magna Carta, Peasants' Revolt, Pilgrimage of Grace ➤ Franchise, labour, taxation, sexism ➤ Civil War, Apartheid, mutiny 	

They will understand (key concepts):				
<ul style="list-style-type: none"> ➤ The reasons for WWII and their relative significance. ➤ How the Second World War impacted civilians in Britain. ➤ The consequences of American involvement in WWII. 	<ul style="list-style-type: none"> ➤ What the Holocaust was. ➤ How Jewish and non-Jewish people took part in resistance. ➤ How liberation impacted both liberated people and the liberators. ➤ What are the ways in which we remember the Holocaust? 	<ul style="list-style-type: none"> ➤ Imperial rule in the British colonies and the impact this had on indigenous populations. ➤ The reasons for the rise and fall of the British Empire. ➤ The lasting legacy of the British empire within British society. 	<ul style="list-style-type: none"> ➤ The context of 20th century America in relation to race. ➤ The reasons behind discriminatory policies in the USA. ➤ The causes, events and consequences of the civil rights movement in the USA. 	<ul style="list-style-type: none"> ➤ Causation – the reasons for protest from the medieval period to the modern period. ➤ Consequence – the consequences of protests through time. ➤ Change and continuity – how the reasons for and the methods of protest have changed through time. ➤ Significance – how significant protest has been in forming society and causing change through time.
They will know how to (key skills):				
<ul style="list-style-type: none"> ➤ Explain the causes of WWII and their relative significance. ➤ Identify and describe the consequences of WWII for civilians in Britain. ➤ Describe the significance of American involvement. 	<ul style="list-style-type: none"> ➤ Use primary sources to investigate the Holocaust. ➤ Analyse interpretations to understand historical arguments about the Holocaust. ➤ Explain the impact of the Holocaust on the Jewish population of Europe. 	<ul style="list-style-type: none"> ➤ Use primary sources to understand the impact of the empire in different countries. ➤ Use interpretations to understand historical debate about the British Empire. ➤ Explain the lasting legacy of the British Empire around the globe. 	<ul style="list-style-type: none"> ➤ Identify and explain the significance of individuals who led the civil rights movement. ➤ Write extended answers on the changes brought about by the civil rights movement. 	<ul style="list-style-type: none"> ➤ Use primary source to identify information about protests. ➤ Compare and contrast protests through time to identify similarities and differences between them. ➤ Write IDEA paragraphs to explain the reasons for or significance of each protest.



Dallam School

Curriculum overview

Department: Mathematics

Year Group: 9

AUTUMN

Theme/ topic:

Integers, Powers, Sequences and Functions

Theme/ topic:

Lines, Angles & Shapes

Theme/ topic:

Formulae, Identities, Expressions & Equations

Theme/ topic:

FDP, Ratio and Proportion

By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):

- Negative number calculations
- To understand and use powers and roots
- To find the prime factors of an integer
- To understand and use highest common factors and lowest common multiples using Venn Diagrams
- Worded problems with HCF and LCM
- To use and apply the index laws
- Index laws including negative and fractional indices
- To round to a specific number of significant figures and estimating
- To write a large and small numbers in standard form
- Write numbers from standard form to ordinary form
- To multiply and divide with numbers in standard form
- Find the nth term of a linear sequence.
- To use the nth term to work out any term in a sequence
- Determine whether a term is in a sequence

- Simple angle facts
- Parallel angle facts
- Use Interior and Exterior angle facts to find missing angles in irregular polygons
- Use Interior and Exterior angle facts to find missing angles in irregular polygons
- To solve angle problems by forming equations and to find missing angles using algebra
- Similarity in 2D and 3D shapes.

- To simplify algebraic expressions involving the four basic operations
- To simplify algebraic expressions by combining like terms
- Expand brackets
- Expand and simplify expressions containing 2 single brackets with \pm between them
- Expand double brackets, stretch the most able to involve area problems
- Factorise expressions in to one bracket
- List integers from an inequality and represent inequalities on a number line.
- To solve linear equations involving brackets
- To solve equations where the answers are fractions or negative numbers
- To solve equations with the variable on both sides
- Form equations to solve worded or geometric problems
- Factorise Quadratics
- Substitute into complex formulae
- To change the subject of a formula

- Multiplying and dividing decimals
- Ordering fractions (non-calculator)
- Converting between mixed numbers and improper fractions
- Adding and subtracting mixed numbers
- Multiplying and dividing mixed numbers. Multiply and divide a whole number by a fraction.
- Calculate fractions and percentages of an amount including worded problems
- Convert between fractions, decimals, and percentages without a calculator
- Order fractions, decimals, and percentages with and without a calculator
- Percentage increase/ decrease without a calculator and percentage change
- Understand multipliers and use a calculator to calculate percentages of an amount and percentage increase/ decrease
- Reverse percentages
- Simple interest

<ul style="list-style-type: none"> ➤ Identify the different types of sequences e.g. Arithmetic, geometric, Fibonacci. ➤ To explore Quadratic Sequences ➤ To be able to find the next terms of a quadratic sequence through differencing 		<ul style="list-style-type: none"> ➤ To change the subject of a formula involving squares 	<ul style="list-style-type: none"> ➤ Compound interest and depreciation ➤ Direct proportion problems (recipes/ best buys) ➤ Inverse proportion problems Simplify a ratio (including different units), writing a ratio in the form 1:n, combining ratios (write a:b, b:c in the form a:b:c), sharing in a ratio ➤ Ratio problem solving. Understand the relationship between fractions and ratios. Speed (non-calculator) ➤ Density
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They will understand (key concepts):

<ul style="list-style-type: none"> ➤ Understand that very small numbers can be written in the form $A \times 10^{-n}$, (where $1 \leq A < 10$) and appreciate the real-life contexts where this format is usefully used ➤ Understand that a sequence can be generated and described by a position-to-term rule ➤ Be able to write any integer in a range of forms, e.g. $53 = 5.3 \times 10$, 530×10^{-1}, 5300×0.01, 53000×0.001 	<ul style="list-style-type: none"> ➤ Understand that a pair of parallel lines traversed by a straight line produces sets of equal and supplementary angles 	<ul style="list-style-type: none"> ➤ Understand that a solution is a value that makes the two sides of an equation balance. Understand that an equation needs to be in a format to be 'ready' to be solved, through collecting like terms on each side of the equation 	<ul style="list-style-type: none"> ➤ Understand the connection between multiplicative relationships and direct proportion.
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They will know how to (key skills including speaking, reading and writing in this subject):

<ul style="list-style-type: none"> ➤ Appreciate that a sequence is a succession of terms formed according to a rule ➤ Understand that a sequence can be generated and described using term-to-term approaches ➤ Understand that a sequence can be generated and described by a position-to-term rule ➤ Be able to write any integer in a range of forms, e.g. $53 = 5.3 \times 10$, 530×10^{-1}, 5300×0.01, 53000×0.001 	<ul style="list-style-type: none"> ➤ Understand that a pair of parallel lines traversed by a straight line produces sets of equal and supplementary angles ➤ Know and understand proofs that in a triangle, the sum of interior angles is 180 degrees ➤ Know and understand proofs for finding the interior and exterior angle of any regular polygon ➤ Solve problems that require use of a combination of angle facts to identify values of missing angles, 	<ul style="list-style-type: none"> ➤ Recognise that there are many different types of equations of which linear is one type ➤ Understand that a family of linear equations can all have the same solution ➤ Know that when an additive step and a multiplicative step are required, the order of operations will not affect the solution ➤ Recognise that equations with unknowns on both sides of the 	<ul style="list-style-type: none"> ➤ Describe one number as a percentage of another ➤ Find a percentage of a quantity using a multiplier ➤ Calculate percentage changes (increases and decreases) ➤ Calculate the original value, given the final value after a stated percentage increase or decrease ➤ Find the percentage increase or decrease, given start and finish quantities
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<ul style="list-style-type: none"> ➤ Understand that very large numbers can be written in the form $A \times 10^n$, (where $1 \leq A < 10$) and appreciate the real-life contexts where this format is usefully used ➤ Understand that very small numbers can be written in the form $A \times 10^{-n}$, (where $1 \leq A < 10$) and appreciate the real-life contexts where this format is usefully used 	<p>providing explanations of reasoning and logic used</p>	<p>equation can be manipulated so that the unknowns are on one side</p> <ul style="list-style-type: none"> ➤ Solve complex linear equations, including those involving reciprocals 	<ul style="list-style-type: none"> ➤ Understand the connection between multiplicative relationships and direct proportion ➤ Recognise direct proportion and use in a range of contexts, including compound measures ➤ Recognise and use inverse proportionality in a range of contexts
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SPRING**Theme/ topic:****Perimeter, Area and Volume****Theme/ topic:****Graphs and Coordinates****Theme/ topic:****Calculations, Pythagoras and Trigonometry**

By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):

- Area & Perimeter of Rectangles, Triangles, Parallelograms and trapezia
- Area and perimeter of Compound Shapes
- To convert metric units for area and volume
- Calculate the surface area of a cuboid and prisms
- Calculate the volume of a prism
- Calculate volumes of cuboids and volumes of other prisms given the cross-sectional area
- Know the definition of a circle and the names of its parts
- Calculate the circumference of a circle
- Calculate the area of a circle
- Real life problems
- Isometric drawings

- Mastery of Simple Straight Lines and revision of graphing Linear Equations
- How to draw graphs of linear equations without a table using m and c
- How to work out the gradient of a linear graph
- How to work out an equation of the form $y = mx + c$ from its graph
- How to work out an equation of the form $y = mx + c$ from its graph
- How to draw graphs of simple quadratic equations of the form $x^2 + c$
- How to draw graphs of quadratic equations of the form $x^2 + bx + c$
- Real life graphs
- Conversion graphs
- Distance time graphs

- Securing BIDMAS
- Similar shapes
- Pythagoras theorem
- Problem solving Pythagoras
- Trigonometry (finding sides)
- Trigonometry (finding angles)
- Trigonometry (finding angles and lengths)
- Deciding which rule to use Pythagoras or Trigonometry

They will understand (key concepts):

- Understand how to calculate the volume and surface area of a variety of 3D shapes and apply this knowledge to problem solving questions.

- Understand that different types of equation give rise to different graph shapes, identifying quadratics in particular

- Understand the relationship between the lengths of the sides of a right angled triangle.
- Understand how to use trigonometry to calculate missing angles and side lengths of right angle triangles.

They will know how to (key skills including speaking, reading and writing in this subject):

- Recognise that there is a constant multiplicative relationship (π) between the diameter and circumference of a circle
- Use the relationship $C = \pi d$ to calculate unknown lengths in contexts involving the circumference of circles
- Understand the derivation of, and use the formula for, the area of a circle

- Understand that different types of equation give rise to different graph shapes, identifying quadratics in particular
- Read and interpret points from a graph to solve problems
- Model real-life situations graphically
- Recognise that the point of intersection of two linear graphs satisfies both relationships and

- Be aware that there is a relationship between the lengths of the sides of a right angled triangle
- Use and apply Pythagoras' theorem to solve problems in a range of contexts
- Use trigonometry to find missing angles and side lengths in right angled triangles. Choose appropriate trigonometric relationships to use to solve problems in right angled triangles

<ul style="list-style-type: none">➤ Solve area problems of composite shapes involving whole and/or part circles, including finding the radius or diameter given the area➤ Understand the concept of surface area and find the surface area of 3D shapes in an efficient way➤ Be aware that all prisms have two congruent polygonal parallel faces (bases) with parallelogram faces joining the corresponding vertices of the bases➤ Use the constant cross-sectional area property of prisms and cylinders to determine their volume	<p>hence represents the solution to both those equations</p>	<ul style="list-style-type: none">➤ Use trigonometric ratios to find a missing side in a right-angled triangle 246➤ Use trigonometric ratios to find a missing angle in a right-angled triangle
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SUMMER**Theme/ topic:****Shape & Transformations****Theme/ topic:****Probability****Theme/ topic:****Processing and Representing Data; Interpreting and Discussing Results**

By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):

- Plans & Elevations
- Reflection in $y=x$ and other straight lines
- Rotation by centre, angle & direction
- Translations by vector
- Enlargement given centre (include fractional and introduce negative)
- Combinations of Transformations
- Describing Transformations

- Mutually Exclusive Events
- Experimental probability
- Two way tables
- Introducing Tree Diagrams using unconditional and conditional probability
- Introducing
- Venn Diagrams and set notation
- Use Venn diagrams to work out probabilities

- Mastery of Averages
- Discrete Data Frequency Table Mode, mean and range
- Estimating Means from grouped Frequency Tables and finding the modal group
- Discrete and continuous Data Frequency Table median
- Scatter Graphs & Lines of Best Fit Interpolation & Extrapolation
- Drawing Pie Charts
- Interpreting Pie Charts
- Averages from Stem & Leaf Diagrams and comparing
- Introducing the IQR Box Plots

They will understand (key concepts):

- Understand the nature of enlargements and appreciate what changes and what is invariant
- Understand the minimum information required to describe an enlargement (centre of enlargement and scale factor)
- Understand the minimum information required to describe a reflection (line of reflection)
- Understand the nature of reflections and appreciate what changes and what is invariant
- Understand the minimum information required to describe a reflection (line of reflection)

- Understand that some outcomes are equally likely, and some are not
- Understand that the likelihood of events happening can be ordered on a scale from impossible to certain
- Understand that the likelihood of outcomes can be determined by designing and carrying out a probability experiment
- Understand that the probabilities of all possible outcomes sum to one

- Understand how to choose appropriate statistical measures to explore a problem.

They will know how to (key skills including speaking, reading and writing in this subject):

- Understand the nature of enlargements and appreciate what changes and what is invariant
- Understand the minimum information required to describe an enlargement (centre of enlargement and scale factor)

- Understand that some outcomes are equally likely, and some are not
- Understand that the likelihood of events happening can be ordered on a scale from impossible to certain

- Given a statistical problem, choose what data needs to be analysed to explore that problem
- Given a statistical problem, choose appropriate statistical measures to explore that problem
- Given a statistical problem, choose appropriate representations to explore that problem

- Enlarge objects using information about the centre of enlargement and scale factor
- Understand the nature of reflections and appreciate what changes and what is invariant
- Understand the minimum information required to describe a reflection (line of reflection)
- Reflect objects using a range of lines of reflection (including non-vertical and nonhorizontal)
- Understand the nature of reflections and appreciate what changes and what is invariant
- Understand the minimum information required to describe a reflection (line of reflection)
- Reflect objects using a range of lines of reflection (including non-vertical and nonhorizontal)
- Understand the nature of reflections and appreciate what changes and what is invariant
- Understand the minimum information required to describe a reflection (line of reflection)
- Reflect objects using a range of lines of reflection (including non-vertical and nonhorizontal)

- Understand that the likelihood of outcomes can be determined by designing and carrying out a probability experiment
- Systematically find all the possible outcomes for two events using a range of appropriate diagrams
- Systematically identify all possible outcomes for more than two events using appropriate diagrams, e.g. lists
- Find theoretical probabilities from sets of outcomes organised in a systematic way from a range of appropriate representations
- Understand that probability is a measure of the likelihood of an event happening and that it can be assigned a numerical value
- Calculate and use theoretical probabilities for single events
- Understand that the probabilities of all possible outcomes sum to one
- Calculate and use theoretical probabilities for combined events using a variety of appropriate representations, including Venn diagrams

- Given a statistical problem, choose appropriate measures and representations to effectively summarise and communicate conclusions
- Construct bar charts from data presented in a number of different ways
- Construct pie charts from data presented in a number of different ways
- Construct pictograms from data presented in a number of different ways
- Construct scatter graphs from data presented in a number of different ways



Dallam School

Curriculum overview

Department: Music
Year Group: 9

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Why is reggae music so important? <i>Reggae</i>	Theme / Topic Why music? <i>Careers in the Music Industry</i>	Theme / Topic Why is minimalism so important? <i>Minimalism</i>	Theme / Topic How did Britpop come to be? <i>Rock 'n' Roll & The Birth of Britpop</i>	Theme / Topic What makes this song great? <i>Small Group Compositions (I)</i>	Theme / Topic What have I learned? <i>Small Group Compositions (II)</i>
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>
<ul style="list-style-type: none"> ➤ How, where, when and why Reggae Music developed ➤ Key artists associated with the genres ➤ The characteristics of Reggae Music ➤ How to compose a piece of music that uses typical features of a Reggae song <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Off-beat rhythm ➤ Syncopation ➤ Riff ➤ Walking bass ➤ Words associated with lyric content e.g. peace, freedom 	<ul style="list-style-type: none"> ➤ How the music industry is evolving in the 21st century ➤ The variety of careers that are available in the music industry and the skills required to access them ➤ How to use a variety of skills (both musical and non-musical) to respond to starting points <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Vocabulary in this unit will be industry specific e.g. review, arrange, scaffold, chord progression, lyricist, plan and budget 	<ul style="list-style-type: none"> ➤ What Minimalism is and influential musicians in this style ➤ How to perform a piece of minimalist music ➤ How to compose in a minimalist style ➤ How a short motif or 'cell' can be developed, varied and extended <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Cell, layer, loop ➤ Metamorphosis, phase shift, additive rhythm, subtractive rhythm and repetition ➤ DAW, loop, duplicate, erase, quantize 	<ul style="list-style-type: none"> ➤ How rock 'n' roll developed ➤ How this then went on to develop different genres of rock music ➤ How Britpop music developed and the success it had ➤ What the Battle of Britpop was ➤ How 'Wonderwall' came to be composed <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Rock n Roll and sub-genres e.g. glam, punk, hard rock ➤ Britpop ➤ Technology features e.g. overdubbing, panning ➤ Instrument specific technique e.g. strumming patterns, chords 	<ul style="list-style-type: none"> ➤ Techniques, ideas and features that can enhance the quality of a piece of popular music ➤ How to identify features of the music when listening ➤ How to compose a piece of music for a musical <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Compound time, syncopation, cross rhythm ➤ Melisma, vibrato, glissando ➤ Added note chords ➤ Recitative, ballad 	<ul style="list-style-type: none"> ➤ What makes a great pop song ➤ How to apply prior learning to compose a great pop song ➤ How to use DAW to enhance the final quality of an original composition ➤ How to apply skills learned in KS3 Music in future units or courses <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Vocabulary in this unit will be made up of a variety of vocabulary learned in previous units e.g. strophic, chord sequence, riff, hook, melody, sequence, record, capture ➤ DAW e.g. reverb, delay

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Why is reggae music so important? <i>Reggae</i>	Theme / Topic Why music? <i>Careers in the Music Industry</i>	Theme / Topic Why is minimalism so important? <i>Minimalism</i>	Theme / Topic How did Britpop come to be? <i>Rock 'n' Roll & The Birth of Britpop</i>	Theme / Topic What makes this song great? <i>Small Group Compositions (I)</i>	Theme / Topic What have I learned? <i>Small Group Compositions (II)</i>
They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>
<ul style="list-style-type: none"> ➤ The context surrounding the development of Reggae Music ➤ How Reggae music was influenced by a mixture of genres ➤ How Reggae became a political vehicle to communicate wishes of peace and love 	<ul style="list-style-type: none"> ➤ That a career in the music industry does not necessarily need excellent performance or composition skills ➤ How the skills learned in a music lesson can prove useful in other areas of life e.g. problem solving, working as a team ➤ How to respond to scenarios and starting points from a brief 	<ul style="list-style-type: none"> ➤ How and why Minimalist music was developed ➤ The impact the Minimalism had on other genres of music in the 20th century ➤ The differences between composing a melody and composing minimalist music ➤ How to use technology to enhance a composition in a minimalism style 	<ul style="list-style-type: none"> ➤ How rock music developed in the 1950s-1970s ➤ Why Britpop Music developed in response to it's social context ➤ How artists used Britpop to showcase 'the best of British' ➤ How to perform a piece of Britpop Music ➤ How to multitask when performing (play and sing) 	<ul style="list-style-type: none"> ➤ How to listen to and identify more advanced musical features from a piece of music e.g. time signatures, chords, cadences and melodic technique ➤ The impact that a song in a musical can have on the storyline ➤ How to compose an effective piece of music as part of a musical 	<ul style="list-style-type: none"> ➤ How to compose a pop song ➤ How to apply learning from previous units to develop initial ideas and concepts ➤ How features of DAW software can be used to enhance pop songs
They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>
<ul style="list-style-type: none"> ➤ Play an off-beat or syncopated rhythm ➤ Compose music that uses characteristics of the Reggae style ➤ Write lyrics to express political views or wishes for peace and love ➤ Use musical elements to enhance performance ➤ Self-evaluate progress and suggest improvement 	<ul style="list-style-type: none"> ➤ Explain job roles from a range of careers within the music industry ➤ Apply knowledge and understanding from a range of music and non-musical starting points ➤ Respond to a mixture of starting points to undertake roles within the music industry 	<ul style="list-style-type: none"> ➤ Perform a piece of music in minimalist style as part of a whole class ensemble ➤ Compose a piece of minimalist music ➤ Use DAW software to enhance the composition ➤ Explore the use of timbre, time signatures and tempo to enhance performance 	<ul style="list-style-type: none"> ➤ Identify the key features of Britpop Music ➤ Make comparisons between Britpop music and the music that inspired it ➤ Perform a piece of music as a whole class ensemble ➤ Use recordings to critique and make improvements to performance 	<ul style="list-style-type: none"> ➤ Analyse music from a variety of genres and identify musical features that contribute to it's success ➤ Apply some of these concepts to composition ➤ Compose a piece of music that could be part of a musical ➤ Critique, review and reflect on the success of compositions 	<ul style="list-style-type: none"> ➤ Apply skills from prior learning to create a piece of music from a starting point ➤ Consider WWW and EBI to improve musical ideas ➤ Compose a piece of popular music ➤ Use DAW software to support compositions in a popular style



Dallam School

Curriculum overview

Department: P.E.

Year Group: 9

Focus: Building aspirations and developing resilience

AUTUMN	SPRING	SUMMER
Half term 1 Half term 2	Half term 3 Half term 4	Half term 5 Half term 6
<p>Theme / Activity Invasion Games taught through Rugby, Football, Netball & Hockey Net & Wall Games taught through Badminton Gymnastics</p> <p><i>*additional outdoor activities are also timetabled to enrich the sports provision</i></p>	<p>Theme / Activity Invasion Games taught through Handball, Tchoukball, Basketball Dance Health, Fitness & Wellbeing</p> <p><i>*additional outdoor activities are also timetabled to enrich the sports provision</i></p>	<p>Theme / Activity Fielding & Striking taught through Cricket & Rounders Athletics</p> <p><i>*additional outdoor activities are also timetabled to enrich the sports provision</i></p>

By the end of this term pupils will know (thinking) (*key knowledge, including tier 3 vocabulary*)

<p>How to</p> <ul style="list-style-type: none"> ➤ apply techniques specific to the game effectively, safely and efficiently to use principles of performance in planning tactics and strategies for the tasks and challenges ➤ adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations ➤ continue to improve their personal fitness in and through games ➤ understand why regular exercise has a positive effect on their own health, fitness and social wellbeing ➤ take the initiative and decide how to develop and improve their own progress and that of others ➤ apply techniques for the style of gymnastics with control and precision ➤ use compositional principles in designing and creating sequences ➤ adapt sequences and their designs, taking account of their own strengths and weaknesses and those of their partners <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Analysis, Creativity, Knowledge, Leadership, Tactics ➤ Compassion, Courage, Endeavour, Integrity, Respect ➤ Competitive, Fitness, Movement, Skill Development, Technique 	<p>How to</p> <ul style="list-style-type: none"> ➤ apply techniques specific to the game effectively, safely and efficiently to use principles of performance in planning tactics and strategies for the tasks and challenges ➤ adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations ➤ continue to improve their personal fitness in and through games ➤ understand why regular exercise has a positive effect on their own health, fitness and social wellbeing ➤ take the initiative and decide how to develop and improve their own progress and that of others ➤ perform with technical competence and an understanding of selected dance styles ➤ use a range of compositional ideas and principles to compose dances for different choreographic purposes ➤ analyse, interpret and evaluate dances with an understanding of style, context and intention and use this understanding to improve their performance <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Analysis, Creativity, Knowledge, Leadership, Tactics ➤ Compassion, Courage, Endeavour, Integrity, Respect ➤ Competitive, Fitness, Movement, Skill Development, Technique 	<p>How to</p> <ul style="list-style-type: none"> ➤ apply techniques specific to the game effectively, safely and efficiently ➤ adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations ➤ how to continue to improve their personal fitness in and through games ➤ why regular exercise has a positive effect on their own health, fitness and social wellbeing ➤ where and how to become involved in games activities ➤ use the information gained from analysis of performance to influence and improve their own play ➤ to show precision, control and fluency in a range of chosen events ➤ use principles of performance in planning tactics and strategies for the tasks and challenges ➤ adapt strategies, taking account of their own strengths and weaknesses and changing conditions and situations <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Analysis, Creativity, Knowledge, Leadership, Tactics ➤ Compassion, Courage, Endeavour, Integrity, Respect ➤ Competitive, Fitness, Movement, Skill Development, Technique
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They will understand (feeling) (<i>key concepts</i>)		
<ul style="list-style-type: none"> ➤ Compassion – Value the contribution of all to successful performance ➤ Courage – describe to others where you succeeded and where you went wrong. To try the difficult skills in order to progress ➤ Endeavour – Use problem solving skills to progress independently. Be resilient and determined in all activities. ➤ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➤ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of teammates and opponents in games and your peers in gymnastics. Ensure learning proceeds smoothly by being on time and with all PE uniform 	<ul style="list-style-type: none"> ➤ Compassion – Value the contribution of all to successful performance ➤ Courage – describe to others where you succeeded and where you went wrong. To try the difficult skills in order to progress ➤ Endeavour – Use problem solving skills to progress independently. Be resilient and determined in all activities. ➤ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➤ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of others in games and dance when watching/appraising performances. Ensure learning proceeds smoothly by being on time and with all PE uniform 	<ul style="list-style-type: none"> ➤ Compassion – Value the contribution of all to successful performance ➤ Courage – describe to others where you succeeded and where you went wrong. To try the difficult skills in order to progress ➤ Endeavour – Use problem solving skills to progress independently. Be resilient and determined in all activities. ➤ Integrity - Take ownership of your behaviour. Be honest when performing, refereeing or umpiring ➤ Respect - Follow the rules of the game. Be supportive and respond positively to the contributions of others. Ensure learning proceeds smoothly by being on time and with all PE uniform
They will know how to (doing) (<i>key skills</i>)		
<ul style="list-style-type: none"> ➤ demonstrate their ability to play in small-sided games as individuals and teams. ➤ use their skills in a number of different positions within a team. ➤ use new techniques and give them time to practise and improve upon areas of weakness. ➤ refine practices and drills that improve technique or selected aspects of teamwork, eg a semi-opposed game to improve the timing of a pass. ➤ organise simple game plans, eg find successful combinations of tactics. ➤ implement a range of set plays, including starts and restarts. ➤ extend the range of attacking, eg creating overlaps, attacking the 'seams' of a zone, and defensive tactics, eg the benefits of man-to-man, zone, or combinations of man-to-man and zone. 	<ul style="list-style-type: none"> ➤ demonstrate their ability to play in small-sided games as individuals and teams. ➤ use their skills in a number of different positions within a team. ➤ use new techniques and give them time to practise and improve upon areas of weakness. ➤ refine practices and drills that improve technique or selected aspects of teamwork, eg a semi-opposed game to improve the timing of a pass. ➤ organise simple game plans, eg find successful combinations of tactics. ➤ implement a range of set plays, including starts and restarts. ➤ extend the range of attacking, eg creating overlaps, attacking the 'seams' of a zone, and defensive tactics, eg the benefits of man-to-man, zone, or combinations of man-to-man and zone. ➤ explore a range of dance styles/forms, eg tribal dance, ballroom dances, jazz dance, contemporary dance. ➤ observe, analyse and improvise ideas from source materials, eg 'Strictly ballroom' – partner relationships, foot and hand gestures, stepping patterns with changes of direction and dynamics. ➤ develop and structure material in relation to intention, style and form, eg chance encounters – roll a dice to determine the order of the motif: ➤ perform with good alignment, posture and clarity of shape. ➤ observe extracts of professional dance works. Help them to analyse the characteristics of specific styles and to use this analysis to develop their own ideas. 	<ul style="list-style-type: none"> ➤ use a range of bowling techniques and demonstrate accuracy and consistency when bowling ➤ use a range of techniques and strokes accurately when batting ➤ demonstrate a range of fielding skills with consistent efficiency ➤ understand how to move their feet when batting to adjust to the direction of the bowl, and set problems for fielders when striking the ball ➤ remain dynamic when fielding and move appropriately to field and back up, making good decisions about where to throw the ball to set problems for batters ➤ minimise scoring opportunities when bowling ➤ select appropriate approaches for the event ➤ distribute their effort effectively within a competition ➤ choose when to use power and when to use greater control ➤ identify different forms of training that will improve their own personal fitness ➤ identify the key factors that underpin successful performance ➤ set targets and programmes to improve performance



Dallam School

Curriculum overview

Faculty: Humanities
Subject: Philosophy, Religion & Ethics
Year Group: 9

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: What are medical ethics and how do different religions and worldviews respond?		Theme/ topic: What are the origins of Judaism and how is it practised today?		Theme/ topic: Is there life after death?	
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
<ul style="list-style-type: none"> ➤ Knowledge and understanding: Various medical ethical issues and different responses to them. ➤ Meaning & purpose: To consider how religion and worldviews help to guide people in their decision making regarding medical ethics 		<ul style="list-style-type: none"> ➤ Knowledge and understanding: The origins of the religion Judaism, religious and cultural practice of Judaism today. ➤ Meaning & purpose: To consider how and why Jews practice their faith and how this gives meaning and purpose to their lives. 		<ul style="list-style-type: none"> ➤ Knowledge and understanding: About Religious and different worldviews about Life after death ➤ Meaning & purpose: To consider how beliefs about life after death give this life meaning and purpose. 	
Tier 3 vocab <i>Ethics, Morality, Sanctity of Life, Quality of Life, Capital Punishment, Abolition, Death penalty, Death Row, Euthanasia, Atheist, Muslim, Roman Catholic, Qur'an, Jannah, Al – Aaraf, Palliative care, Abortion, Pro-Life, Pro-Choice, Genetic Engineering, Blood transfusion, Transplant surgery, Jehovah's Witness, Surrogacy, In Vitro Fertilisation, Stem Cell, Playing God, Embryo, Legal, Illegal, Halal, Haram, Vaccination, Anti-Vaxxers, Immunity</i>		Tier 3 vocab <i>Judasim, Jew, Synagogue, Hebrew, Kosher, Orthodox Kippur, Torah, Altar, Covenant, Abrahamic religions, Monotheistic, B'rit Milah, Yom Kippur, Omniscient, Omni-benevolent, Omnipotent , Omnipresent, Tanakh, Revelation, Conservatives, Traditionalists, Fundamentalists, Plague, Hanukkah, Dreidel, Menorah, Shabbat, Havdalah, Shavuah Tov, Palestinians, Zionists</i>		Tier 3 vocab <i>Afterlife, Sceptic, empirical evidence, reincarnation, heaven, hell, logic, theological, atheist, agnostic, Sikhi, Buddha Dharma, Hindu Dharma, Samsara, Moksha, Nirvana, Atman,</i>	
They will understand (key concepts):					
<ul style="list-style-type: none"> ➤ Values & commitment: To consider our own values in relation to medical ethics. 		<ul style="list-style-type: none"> ➤ Values & commitment: To understand how Jews show their commitment to their faith. To consider our own beliefs/worldviews and 		<ul style="list-style-type: none"> ➤ Values & commitment: To consider what we value in life and how we choose to live our lives. 	

<p>➤ Belief & practice: To understand how religious beliefs influences believers stance on medical ethics.</p>	<p>how they relate to Jewish practice. To be aware of stereotyping and antisemitism.</p> <p>➤ Belief & practice: To understand how Jews put their faith into practice and how this may vary.</p>	<p>➤ Belief & practice: To understand how beliefs about life after death relate to religious practice today.</p>
<p>They will know how to (key skills including speaking, reading and writing in this subject):</p>		
<p>Analyse Investigate Interpret Reflect Empathise Use Evidence Evaluate</p>		



Dallam School

Curriculum overview

Department: Physics
Year Group: 9

Autumn		Spring		Summer			
Energy concepts (4 lessons)		Heating (13 lessons)		Electricity in circuits (12 lessons)			
Use a model to describe changes in energy stores in different systems		Measure the specific heat capacity of different metals		Determine the current voltage characteristics of common circuit components			
				Examine the benefits and risks of using electricity in the home			
By the end of this topic pupils will know (<i>key knowledge, including tier 3 vocabulary</i>)							
<ul style="list-style-type: none"> ➤ The 9 energy stores. ➤ The 4 pathways by which energy is shifted between stores. ➤ The Principle of Conservation of Energy; that energy can be shifted usefully, stored or dissipated, but cannot be created or destroyed. <p>Keywords</p> <ul style="list-style-type: none"> ➤ elastic ➤ kinetic ➤ chemical ➤ thermal ➤ gravitational ➤ heating by particles ➤ heating by radiation ➤ mechanical work ➤ electrical work 		<ul style="list-style-type: none"> ➤ Energy is shifted through solids by heating by particles. ➤ Trapped air is an effective insulator which reduces the rate of energy transfer by heating by particles. ➤ Heating is a process in which energy is shifted between stores; it can result in changes of state or changes of temperature, but not both at the same time. ➤ The equations used to quantify the amount of energy needed to change the temperature or state of a substance. <p>Keywords</p> <ul style="list-style-type: none"> ➤ conductor (insulator) ➤ melting (freezing) ➤ boiling (condensing) ➤ specific heat capacity ➤ thermal conductivity ➤ internal energy ➤ latent heat of vaporisation ➤ latent heat of fusion ➤ conduction ➤ convection 		<ul style="list-style-type: none"> ➤ The names and symbols of common circuit components. ➤ Current is the rate of flow of electric charge. ➤ Ohms Law for fixed resistors. ➤ The component characteristics of resistors, filament lamps, diodes, thermistors, and light dependent resistors. ➤ Rules for combining cells and components in series. ➤ Rules for combining cells and components in parallel. <p>Keywords</p> <ul style="list-style-type: none"> ➤ current ➤ electron ➤ charge ➤ potential difference ➤ series / parallel ➤ ohmic ➤ diode ➤ thermistor 		<ul style="list-style-type: none"> ➤ The UK mains uses alternating current at an average voltage of 230 V and frequency of 50 Hz. ➤ The basic structure of the National Grid system and the role of transformers in minimising energy losses. ➤ The wiring colour conventions used in UK mains plugs. ➤ Fuses are safety devices which protect devices from too much current flow. ➤ The earth wire is a safety device which protects users if loose wiring causes exposed metal surfaces to become live. ➤ Copper is used in electrical cables due to its flexibility and electrical conductivity. <p>Keywords</p> <ul style="list-style-type: none"> ➤ alternating ➤ live ➤ neutral ➤ fuse ➤ plug ➤ socket ➤ double insulated 	

Autumn		Spring		Summer	
Energy concepts (4 lessons)	Heating (13 lessons)	Electricity in circuits (12 lessons)		Mains electricity (8 lessons)	
Use a model to describe changes in energy stores in different systems	Measure the specific heat capacity of different metals	Determine the current voltage characteristics of common circuit components		Examine the benefits and risks of using electricity in the home	
<i>They will understand (key concepts)</i>					
<ul style="list-style-type: none"> ➤ How to describe a system as an object or group of objects. ➤ How to describe the changes in the way energy is stored when a system changes. ➤ How to apply the principle of conservation of energy including in systems where it appears that energy has been lost. ➤ How to distinguish between useful energy shifts and those that are less useful. 	<ul style="list-style-type: none"> ➤ How to evaluate the effectiveness of different methods of home insulation. ➤ How to explain changes of state in terms of energy being shifted to the potential energy stores of particles in a substance. ➤ How to explain temperature changes in terms of energy being shifted to the kinetic energy stores of particles in a substance. 	<ul style="list-style-type: none"> ➤ How to calculate the charge flow in an electric circuit. ➤ How to work out the resistance and potential difference in an electric circuit. ➤ How to use a model to explain electrical resistance. ➤ How combining resistors in series and parallel affects the overall circuit resistance. 		<ul style="list-style-type: none"> ➤ How mains electricity differs from electricity supplied from batteries or solar cells. ➤ How to calculate the power of an electrical appliance. ➤ How to calculate the efficiency of an electrical appliance. ➤ How to evaluate claims about the energy efficiency of electrical appliances in the home. ➤ How to determine a suitable fuse value to use in an electrical appliance. 	
<i>They will know how to (key skills)</i>					
<ul style="list-style-type: none"> ➤ Identify the energy stores in familiar and unfamiliar systems. ➤ Use scientific vocabulary accurately when describing energy shifts. 	<ul style="list-style-type: none"> ➤ Investigate how the thickness or type of insulating material affects the rate of energy shift by conduction. ➤ Determine the specific heat capacity of a metal block using experimental methods. ➤ Use equations to make quantitative determinations of the energy required to change the temperature and state of substances. ➤ Use SI units and unit prefixes. ➤ Substitute numerical values into algebraic equations using appropriate units for physical quantities. ➤ Solve simple algebraic equations. ➤ Change the subject of an equation. ➤ Determine the slope of a linear graph. 	<ul style="list-style-type: none"> ➤ Investigate how the resistance of a wire depends on its length or cross-sectional area. ➤ Investigate the current-voltage characteristics of common circuit components. ➤ Make accurate and repeatable measurements of current and voltage. ➤ Find the arithmetic mean and range from a set of data. ➤ Plot two variables from experimental data. ➤ Identify and test whether two variables are directly proportional. ➤ Evaluate methods to determine whether or not they are valid. 		<ul style="list-style-type: none"> ➤ Select the most appropriate equation to use to solve a problem given initial conditions. ➤ Solve simple algebraic equations. ➤ Change the subject of an equation, including equations containing squared values. 	



Dallam School
Curriculum overview

Department: Spanish
Year Group: 9

AUTUMN

SPRING

SUMMER

Half term 1

Half term 2

Half term 3

Half term 4

Half term 5

Half term 6

Theme / Topic
Desconectate

Theme / Topic
Desconectate

Theme / Topic
Mi vida en el insti

Theme / Topic
Mi vida en el insti

Theme / Topic
Mi gente

Theme / Topic
Mi gente

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

- summer activities
- weather
- holiday preferences

- past holidays
- a trip to Barcelona
- booking accommodation

- school subjects and opinions
- school uniform
- the school day
- describing school

- school rules
- issues at school
- a school exchange
- extracurricular activities and achievements

- socialising and family
- describing people
- social networks

- making arrangements
- reading for pleasure
- describing relationships

They will understand (*key concepts*)

- Grammar**
- Regular verbs in the present tense
 - Identifying and using connectives (*y, pero, cuando, o, sin embargo, también*)
 - Using the present, preterite and imperfect tenses together
 - Listening for positive and negative opinions
 - Irregular verbs in the present tense (*ser, tener, ir*)

- Grammar**
- Using two past tenses (preterite and imperfect)
 - Giving opinions about the past
 - Using sequencers to structure writing (*primero, luego, después, más tarde, finalmente*)
 - Using verbs with *usted*
 - Understanding higher numbers
 - The preterite tense (*regular -ar/-er/-ir verbs and ser, ir*)

- Grammar**
- Opinion verbs (*me gusta, me encanta, me interesa, odio, prefiero*)
 - Including qualifiers (*demasiado, muy, bastante, poco*)
 - Comparatives (*más, menos, mejor, peor, tan ... como*)
 - Adjectival endings for colours (*-o/a, -e, consonant endings*)

- Grammar**
- Using phrases followed by the infinitive (*se debe, no se debe, está prohibido, no se permite*)
 - Applying pronunciation patterns to new language
 - Tackling listening tasks which include distractors or ideas expressed in different words
 - Using the near future tense

- Grammar**
- Possessive adjectives (*mi, tu, su, nuestro, vuestro, su*)
 - Using verbs in the present tense
 - Using expressions of frequency (*siempre, todos los días, etc.*)
 - Pronunciation: word stress
 - Stem-changing verbs (*poder, querer*)
 - Adjectival endings (*-o/a, -e,*

- Grammar**
- Justifying opinions using adjectives
 - Structuring writing (*primero, además, sin embargo, por otro lado, ya que, por eso*)
 - Reflexive verbs for relationships
 - Working with cognate personality adjectives: *dinámico, estricto, estúpido, pesimista, etc.*

<ul style="list-style-type: none"> ➤ Verbs of opinion ➤ Decoding and using question words (<i>¿Cuándo? ¿Adónde? ¿Dónde? ¿Qué? ¿Por qué?</i>) <p>Phonics</p> <ul style="list-style-type: none"> ➤ v: (revision) <i>verano, revistas, veces</i> ➤ a: (revision) <i>adicto, fanático, aire, hacer</i> ➤ qui: (revision) <i>Turquía</i> ➤ que: (revision) <i>saqué</i> ➤ cu + vowel: (revision) <i>recuerdos</i> ➤ rr: (revision) <i>horroroso, aburrido</i> 	<ul style="list-style-type: none"> ➤ Writing a longer text, using connectives, negatives and opinion phrases <p>Phonics</p> <ul style="list-style-type: none"> ➤ silent h: (revision) <i>hay, habitación, higiénico</i> ➤ i: (revision) <i>individual, higiénico</i> ➤ ñ: (revision) <i>baño</i> ➤ ge: (revision) <i>general, gente</i> ➤ gui: (revision) <i>siguiente</i> ➤ qui: (revision) <i>alquilé, equipaje</i> 	<ul style="list-style-type: none"> ➤ Using time expressions correctly ➤ Using negatives (<i>nada, ni ... ni, nunca, tampoco</i>) ➤ Distinguishing between the present and the imperfect <p>Phonics</p> <ul style="list-style-type: none"> ➤ j: (revision) <i>dibujo, joven, viejo</i> ➤ ge: (revision) <i>geografía</i> ➤ gu: (revision) <i>gusta, gustan</i> ➤ ll: (revision) <i>llevo, llevamos, llevar</i> ➤ z: (revision) <i>zapatos, empiezan</i> ➤ co: (revision) <i>cómodo, incómodo, cómo</i> ➤ i: (revision) <i>insti, biblioteca, mixto, edificio</i> ➤ ci: (revision) <i>instalaciones, edificio</i> 	<ul style="list-style-type: none"> ➤ Asking and answering questions ➤ Using <i>desde hace</i> to say how long you have been doing something ➤ Understanding direct object pronouns (<i>lo/la/los/las</i>) ➤ Spotting time expressions while listening <p>Phonics</p> <ul style="list-style-type: none"> ➤ ll: (revision) <i>llevar, pasillo</i> ➤ u: (revision) <i>usar, puntual, durante</i> ➤ v: (revision) <i>voy, vas, vamos, viajar, visitar, llevar</i> ➤ co: (revision) <i>practico, toco, coro</i> <p>ñ: (revision) <i>año</i></p>	<p>consonant, <i>-or/ora, -ista</i>)</p> <ul style="list-style-type: none"> ➤ Qualifying descriptions (<i>muy, bastante, un poco, poco</i>) ➤ Phrases that don't translate word for word ➤ Identifying the person of the verb in a reading text ➤ <i>Para</i> + infinitive ➤ Extending responses by referring to others ➤ The present continuous ➤ Decoding verbs in the present continuous while listening ➤ Improvising dialogues <p>Phonics</p> <ul style="list-style-type: none"> ➤ v: (revision) <i>móvil, veo, vídeos, vez</i> ➤ z: (revision) <i>azules, rizado</i> ➤ rr: (revision) <i>marrones</i> ➤ ga: <i>gafas, delgado</i> ➤ go: (revision) <i>largo, gordito, gordo</i> ➤ ci: (revision) <i>aplicaciones, social</i> 	<ul style="list-style-type: none"> ➤ Using adjectives and adverbs of frequency to give more detailed descriptions ➤ <i>Ser</i> and <i>estar</i> <p>Phonics</p> <ul style="list-style-type: none"> ➤ a: (revision) <i>revistas, transportables</i> ➤ o: (revision) <i>comics, periódicos</i> ➤ v: (revision) <i>llevas, divertido</i> ➤ gui: (revision) <i>alguien</i> ➤ ce: (revision) <i>acepta, hace, dice</i>
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				<ul style="list-style-type: none"> ➤ silent h: (revision) <i>haciendo, hablando, hora</i> ➤ gui: (revision) <i>guitarra</i> ➤ que: (revision) <i>qué, quedamos</i> 	
They will know how to (<i>key skills</i>)					
<ul style="list-style-type: none"> ➤ Discussing holiday activities and weather ➤ Revising the present tense of regular verbs ➤ Talking about holiday preferences ➤ Revising the present tense of irregular verbs ➤ Using verbs of opinion to refer to different people ➤ Talking about a past holiday ➤ Using the preterite tense ➤ Writing a longer text ➤ Describing a trip to Barcelona ➤ Using two past tenses ➤ Giving opinions in the past 	<ul style="list-style-type: none"> ➤ Booking accommodation and dealing with problems ➤ Using verbs with <i>usted</i> ➤ Understanding higher numbers ➤ Giving an account of a holiday in the past ➤ Using three tenses together ➤ Identifying positive and negative opinions 	<ul style="list-style-type: none"> ➤ Giving opinions about school subjects ➤ Comparing subjects and teachers ➤ Describing school uniform and the school day ➤ Using adjectives ➤ Describing your school ➤ Using negatives ➤ Distinguishing between the present and the imperfect 	<ul style="list-style-type: none"> ➤ Talking about activities and achievements ➤ Understanding object pronouns ➤ Using three tenses together 	<ul style="list-style-type: none"> ➤ Talking about socialising and family ➤ Using verbs in the present tense ➤ Describing people ➤ Using adjectival agreement ➤ Talking about social networks ➤ Using <i>para</i> with infinitives ➤ Extending responses by referring to others ➤ Making arrangements ➤ Using the present continuous ➤ Improvising dialogues 	<ul style="list-style-type: none"> ➤ Talking about reading preferences ➤ Using a range of connectives ➤ Recognising similar ideas expressed differently ➤ Describing relationships ➤ Using <i>ser</i> and <i>estar</i> ➤ Understanding more detailed descriptions ➤ Talking about free-time activities ➤ Using stem-changing verbs