

Year 9 Curriculum Overview 2023-24

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p style="text-align: center;">Voices of a Generation: Of Mice and Men (reading)</p> <p>This unit allows students to explore John Steinbeck who was the voice of his generation. This famed author wrote about the plight of ordinary people and societal inequalities such as sexism and racism. Developing ideas and conversations, students will explore how Steinbeck presents ideas and why the text acts as a record of American history in the 1930s. There will be links to other texts such as 'To Kill a Mockingbird', 'Ghost Boys' and 'The Colour Purple' and to social movements such as BLM. This exploration of context will allow students to understand how to approach a literature text study.</p>	<p style="text-align: center;">Voices of a Generation: Narratives (writing)</p> <p>This unit develops previous work on descriptive and narrative writing. Students learn the important of intradiegetic and extradiegetic voice and tone when communicating ideas to readers. Students will learn how to structure using focus shifts as well as a range of different narrative voices and tenses. This includes looking at and creating dual narratives and unreliable narrators. Students will read a range of great extracts for inspiration.</p> <p>Core knowledge includes understanding the impact of a range of narrative voices.</p> <p>Core skills include sustaining voice and tenses.</p>	<p style="text-align: center;">Voices of a Generation: Perspectives of War (reading/ writing)</p> <p>This unit explores the impact of war on individuals. Students will show an understanding of how contextual factors have impacted writers, making their texts very personal. Developing analytical skills, students will explore how to compare different attitudes towards war in an insightful way. There is also a comparative element to support students with their later Language GCSE paper. Their knowledge is developed through exploring a range of non-fiction texts and how to craft engaging letters and articles for specific audiences, all the time meeting their purpose.</p> <p>Core knowledge includes differing perspectives of war.</p> <p>Core skills include comparing and using features of form.</p>	<p style="text-align: center;">Voices of a Generation: Unseen poetry (reading / SL)</p> <p>This unit provides students with an excellent knowledge of poetry as a literary form, including exploring key movements such as Romantic Poetry and political movements such as civil rights, feminism and Hip Hop.</p> <p>Here students develop valuable skills and knowledge to support their analysis of any unseen poem. They will learn about craft including imagery, semantic fields and structural methods used by poets to convey ideas. There will be a focus on an informed personal response and impact on audiences. Students will also learn to be performance poets through writing and SL skills.</p> <p>Core knowledge includes literary movements and types of poetry.</p>	<p style="text-align: center;">Voices of a Generation: Anthology Poems (reading)</p> <p>This unit begins with an exploration of war poetry in order to help students understand the context- this will pick up on the poetry movements introduced in Spring 2 and the key reading skills and analysis taught previously. The analysis should focus on imagery, semantic fields and structure. Students will explore the universal themes of power and conflict. Students will focus on how poets present ideas about aspects of human nature, making comparisons of methods, themes, and ideas. Ideally, students will also consider typicality of craft by exploring the context of poets and completing wider reading.</p> <p>Core knowledge includes a range of contextual factors that have influenced the anthology poets.</p>	<p style="text-align: center;">Voices of a Generation: An Inspector Calls by Priestley (reading)</p> <p>This unit explores the concept of social responsibility and the relevance of this theme even today. Students will explore political views and how these ideas are communicated through characters, setting, and dramatic devices. Students will know how to approach questions that require a good knowledge of an entire text.</p> <p>Core knowledge includes contextual factors and political motivations.</p> <p>Core skills include analysing a play.</p>

	<p>Core knowledge includes historical context and allusion.</p> <p>Core skills include analysing writer's methods.</p>			<p>Core skills include analysing unseen poems and how to use the form to convey ideas to audiences.</p>	<p>Core skills include analysing and comparing.</p>	
Maths	<p>GCSE STARTS:</p> <p>FOUNDATION:</p> <p>Unit 1 - Number</p> <p>Unit 2 - Algebra</p> <p>HIGHER:</p> <p>Unit 1 - Number</p> <p>Unit 2 - Algebra</p>	<p>FOUNDATION:</p> <p>Unit 2 - Algebra (cont)</p> <p>Unit 3 - Graphs, tables and charts</p> <p>HIGHER:</p> <p>Unit 2 - Algebra (cont)</p>	<p>FOUNDATION:</p> <p>Unit 4 - Fractions, decimals and percentages</p> <p>HIGHER:</p> <p>Unit 3 - Averages, range and data</p> <p>Unit 4 - Fractions, decimals and percentages</p>	<p>FOUNDATION:</p> <p>Unit 5 - Equations, inequalities and sequences</p> <p>HIGHER:</p> <p>Unit 4 - FDP (cont)</p> <p>Unit 5 - Angles, Pythagoras and Trigonometry</p>	<p>FOUNDATION:</p> <p>Unit 6 - Angles</p> <p>Unit 7 - Averages and Range</p> <p>HIGHER:</p> <p>Unit 6 - Linear Graphs</p> <p>Unit 7 - Perimeter, area, volume and bounds</p>	<p>FOUNDATION:</p> <p>Unit 8 - Perimeter, area and volume</p> <p>HIGHER:</p> <p>Unit 7 cont.</p> <p>Revision for End of Year 9 exam covering Units 1-8 for Foundation and Units 1-7 for Higher</p>
Science	<p>Atoms and the Periodic Table Part 2 - This chapter starts with the development of the Periodic Table, then the structure of atoms, metals and non-metals, Group 2 elements, and compounds, before</p>	<p>Chemical Changes - Chemical reactions are one of the most interesting parts of chemistry and one that students find most enjoyable. Students first need to understand the difference between a chemical and a physical change, reactants, and</p>	<p>KS4 4.1 Cell biology - In this chapter, students learn that Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism.</p>	<p>KS4 5.1 Atomic structure and the periodic table - In this chapter, students learn that the periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and</p>	<p>KS4 6.1 Energy - In this chapter, students learn that the concept of energy emerged in the 19th century. The idea was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became</p>	<p>KS4 4.3 Infection and response - In this chapter, students learn that Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases in animals and plants. They depend on their host to provide the conditions and nutrients</p>

	<p>concluding with electron configuration and bonding.</p> <p>Useful Chemical Reactions - This chapter explores further chemical reactions, with a focus on metals and the reactivity series. Students will first cover metals and their properties. They then study the reactivity series, displacement reactions, and catalysts before concluding the chapter with some more mathematical topics, including relative mass and yields. This chapter provides an excellent opportunity for practical work and practicing maths skills in science.</p>	<p>products, and how to write and balance simple chemical equations. Then they look into different types of chemical reactions. After this, students will learn about conservation of mass, combustion, and exothermic and endothermic reactions.</p> <p>Energy - In this chapter, students engage more fully with the fundamental idea of energy stores and begin to quantify how much energy is in them and moving between them. Examples of energy stores include the thermal store of a ball or the air in a room and the kinetic store of a moving object. Energy is an abstract concept that can be stored in any of these stores and can move between them but cannot be created or destroyed. When energy moves from one store to another, something changes in the physical world, for example, the temperature of an object goes down or a moving object gets faster.</p>	<p>KS4 4.2 Organisation - In this chapter students will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system.</p>	<p>chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.</p> <p>KS4 6.4 Atomic structure - In this chapter students will learn that ionising radiation is hazardous but can be very useful. Although radioactivity was discovered over a century ago, it took many nuclear physicists several decades to understand the structure of atoms, nuclear forces and stability. Early researchers suffered from their exposure to ionising radiation. Today radioactive materials are widely used in medicine, industry, agriculture and electrical power generation.</p>	<p>a key tool for understanding chemical reactions and biological systems. Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to reduce our energy usage.</p> <p>KS4 5.5 Energy changes - Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to</p>	<p>that they need to grow and reproduce. They frequently produce toxins that damage tissues and make us feel ill. This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens. Once inside the body our immune system is triggered which is usually strong enough to destroy the pathogen and prevent disease. When at risk from unusual or dangerous diseases our body's natural system can be enhanced by the use of vaccination. Since the 1940s a range of antibiotics have been developed which have proved successful against a number of lethal diseases caused by bacteria. Unfortunately many groups of bacteria have now become resistant to these antibiotics. The race is now on to develop a new set of antibiotics.</p>
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History	War and Conflict Part 1 : WW1 Causes of WW1 Trench Warfare Life in Britain Impact on Women	War and Conflict Part 1 : WW1 General Haig and the Battle of the Somme The Ending of the War The Significance of the First World War	Interwar Years 1918 – 1939 Russian Revolution 1917 Weimar Germany Rise of the Nazis Life in Nazi Germany	War and Conflict Part 2 : WW2 Causes of WW2 Appeasement Dunkirk Battle of Britain and The Blitz Invasion of Russia Pearl Harbour and the Entrance of the USA in the War	War and Conflict Part 2 : WW2 The Holocaust Ending of the War in Europe Ending of the War in the Pacific	Post-war Britain Labour Party Success 1950s Affluence Teenage Rebellion and Pop Music Women's Liberation Movements 1970s Britain
Geography	Population & Urbanisation Challenges in Southampton Urban landscapes Fieldwork: carry out an investigation of the city of Southampton	Ecosystems Link climate and biomes Processes within ecosystems Ecosystem use and management Changes in rural areas	Weather and Climate UK climate Climate zones Weather hazards – Hurricane Sandy, High Pressure Glaciation Climate Change	Energy & Environment Global warming Attitudes to climate change Managing climate change in the UK	World Development Global patterns of development Globalisation Causes and effects of uneven development Aid	

<p style="text-align: center;">RE</p>	<p>Religion and Relationships</p> <p>Issues: Sex, marriage, parenting and divorce</p> <p>Concepts: celebration, changing emotions, specialness, family, loyalty, identity, community, love, symbols, sacred, ceremony, covenant, faith, free will</p>	<p>Issues of Life and Death</p> <p>Issues: Just War, pacifism, euthanasia, abortion</p> <p>Concepts: peace, justice, compassion, interpretation, suffering, loyalty, belief, identity, good and evil, community, sacrifice, freedom, forgiveness, love, prejudice, sacred, faith, ahimsa, agape, free will</p> <p>Creation – storytelling, belief, imagery, God, myth, life and death Revolution – change, authority, freedom, faith, revolutionary scientists including Darwin</p>	<p>Issues of good and evil</p> <p>Issues: Types of crime, aim of punishment, capital punishment, religious offence, Types of drug, effects of drug abuse, religious teachings</p> <p>Concepts: peace, justice, compassion, authority, suffering, good and evil, community, freedom, purpose, forgiveness, love, hope, prejudice, salvation, sin, atonement, redemption, repentance, reconciliation, karma, sharia, free will, life and death, change, identity, sacred, stewardship, faith</p>		<p>Religion and Human Rights</p> <p>Issues: Universal convention on Human Rights, protest, MLK, Gandhi, Amnesty International</p> <p>Concepts: symbol of light, peace, justice, identity, community, freedom, prejudice, stewardship, free will</p>	
<p>Art Graphics (on rotation every term)</p>						

<p style="text-align: center;">Art (on rotation every 10 weeks)</p>	<p>Portraits and Identity</p> <p>Students will explore portraits within historical, social and cultural context.</p> <p>Drawing features - portrait-drawing techniques: learn how to draw the proportions of the face.</p> <p>Explore the work of artists Luke Dixon, Tracy Emin, Edvard Munch and other contemporary artists.</p>	<p>Pop Art – Exploring Art in the age of consumerism</p> <p>Students will learn to draw from primary and secondary sources and revisit use of tone to create form.</p> <p>They will explore what makes a good still life, symbolism in still life and Pop Art within historical, social and cultural context.</p> <p>Artists: Andy Warhol, Roy Lichtenstein, Claes Oldenberg, Patrick Coulfield.</p>				
<p style="text-align: center;">Computer Science</p>	<p>Computational Thinking</p> <p>Students will look at how to think logically, how to break problems down, abstraction and how to follow instructions using flowcharts and algorithms.</p>	<p>Coding with Python</p> <p>Students will learn and understand key programming concepts such as variables, sequencing, selection and iteration in this coding unit.</p>	<p>Website design with Graphics</p> <p>Students will learn how to plan, create and evaluate a website and a series of logos based on a client scenario.</p> <p>Students will reflect on the success of their work and develop evaluation skills.</p>		<p>Coding with Small Basic</p> <p>Students will learn to code in another programming language. Students will have the chance to compare the way the two languages work along with differences and similarities between them.</p>	<p>Graphics unit</p> <p>Students will plan, create and evaluate a graphics product based on a client scenario.</p> <p>Students will reflect on the success of their work and develop evaluation skills.</p>

<p style="text-align: center;">Dance</p>	<p>Emancipation of Expressionism</p> <p>Students will learn to choreograph movement material using Emancipation of Expressionism as a stimulus.</p>	<p>Musical Theatre</p> <p>'Hairspray'</p> <p>In this unit, students will explore and appreciate the musical theatre style of dance and apply performance skills to a set (teacher taught) routine.</p> <p>They will work in small groups to improve performance skills using the resources of the dance studio (mirror, music, iPad etc) and explore different performance environments used in dance/musical theatre.</p>	<p>Capoeira</p> <p>Dancers will gain knowledge and understanding of the origins and features of Capoeira and will be taught the basics of Capoeira, a martial art form of Dance.</p> <p>They will demonstrate an understanding of spatial awareness, including both personal and group space, as well as developing coordination, control, balance, precision and accuracy.</p> <p>Students will choreograph using the Capoeira movement vocabulary and own ideas.</p>	<p>'BLOCK' by Motionhouse</p> <p>To introduce and appreciate the key techniques within this style.</p> <p>To develop understanding of the practice of 'Over, under and through' to engage the body within this style.</p> <p>Developing the use of canon and unison used through movement choreography.</p> <p>Developing Physical and Mental Capacity and Developing skill/performance when thinking about safety in Dance.</p> <p>Adapting everyday activities to movements and activities linking into a motif.</p>	<p>Fosse</p> <p>Using Props</p> <p>To understand the importance of use of props within a dance sequence and structure within choreography.</p> <p>To introduce the use of props as a genre and look at the professional dance work that includes this dance form.</p> <p>To continue learning and developing performance qualities such as focus, projection and suspension.</p> <p>To use props as a stimulus for further development of original movement vocabulary.</p>	<p>Own Choreography</p> <p>Introduction to the key concepts and basic elements of choreography, as well as building on the basic dance skills (such as rehearsal, dance retention, technique, technical ability, health and safety, motif/sequential development and choreography)</p> <p>Become familiar with the basic concepts of dance (travel, levels, turn, gesture, jump, roll, stillness)</p> <p>To recognise and respond to their own strengths and those of others. Work in pairs, small and large groups and take responsibility for their own contribution; from generating initial ideas, to final performance.</p>
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<p style="text-align: center;">Drama</p>	<p>Dramatic Tension</p> <p>Students will explore how tension in drama can be created through character and circumstance, timing, voice, pace and lighting</p>	<p>Brecht</p> <p>Students will learn to define and demonstrate a range of non-naturalistic techniques whilst developing an understanding of the influence of the director 'Brecht' – on modern theatre.</p> <ul style="list-style-type: none"> ● Voice Overs ● Captions to set the scene or tell the story ● Silent Movies ● Multiple Role-playing <p>The story of Derick Bentley is explored and used as a stimulus to apply the skills learnt in this unit.</p>	<p>'Bouncers' by John Godber</p> <p>.Students will explore non-naturalistic techniques used in the play 'Bouncers.' Directing and exploring a number of scenes to establish skills in..</p> <ul style="list-style-type: none"> ● Synchronised speech and movement ● Direct Audience Address ● Over-exaggeration for comedic purposes ● Jump Role 	<p>'Blood Brothers' by Willy Russel</p> <p>Students will explore the play text 'Blood Brothers,' to practise creating and developing characterisation with emotional impact.</p> <p>Students will learn how theatrical devices communicate ideas and forward time.</p> <p>Students will explore how physicality can aid the communication of characters of different ages and classes.</p> <p>They will explore how production elements can enhance a performance.</p>	<p>Spontaneous Improvisation</p> <p>Students will develop the skills necessary to create and sustain an effective spontaneous improvisation. Developing an appreciation of spontaneous improvisation as a tool for creating unusual and imaginative drama.</p>	<p>Devising</p> <p>In this final unit, students will explore ideas related to the theme 'Visions of the Future' to create an extended improvisation to perform as a group.</p> <p>Students will work independently, planning their own rehearsals and structuring their devised performance through improvisation.</p>
<p style="text-align: center;">Design & Technology (on rotation every 10 weeks)</p>	<p>Tea-Light</p> <p>Design Movements /Iconic Designs</p> <p>Understand what is known as a design 'classic'.</p>	<p>Child's Toy</p> <p>2D/3D Drawing</p> <p>Identifying a client need</p> <p>Using different types of drawing to promote and construct a product.</p>				
<p style="text-align: center;">Food Technology (on rotation every 10 weeks)</p>	<p>Students will start to understand scientific terms through their practical lessons. Look at keywords caramelisation,</p>	<p>The students will look at developing more complex skills learnt in year 7 and 8. They will also look at microorganisms, and the effect these can have in food. The science involved in cooking</p>				

	maillard effect, dextrinization.	food, and making sauces.				
Music	<p>Reggae</p> <p>In this unit pupils will study the historical and contextual development of Reggae. Through a variety of performance, singing and listening tasks pupils will explore the musical devices, instrumentation and influential musicians associated with the style.</p> <p>Pupils will continue to develop their instrumental and performance skills on a variety of instruments associated with this style. Rehearsal will focus on improving comprehension of more complex rhythmic devices and articulation, such as syncopation, staccato and accents.</p>	<p>African Drumming</p> <p>In this unit pupils will further explore African drumming, the context in which it is performed and the role it plays in day-to-day life. Pupils will also identify a range of African drums, appropriate structures and genre-specific musical devices .</p> <p>In this unit pupils will further develop performance skills relating un-tuned percussion. In particular they will focus on developing the Djembe skills learnt in the Music of Africa unit. Pupils will refine their use of a variety of playing techniques on the Djembe, allowing them to alter tone and produce the range of sounds required to give a convincing performance. Pupils will continue to develop their composition skills, arranging skills and will learn how to conduct an ensemble using 'musical gestures' and 'audible</p>	<p>Minimalism</p> <p>Pupils will be introduced to a range of contemporary western classical styles including Aleatoricism (chance music), Serialism and Minimalism through a variety of listening, appraising, performance and composition tasks. The focus of the unit will be Minimalism and its links to African drumming (previous unit) and jazz. Pupils will explore key composers, genre-specific musical devices, composition techniques and experimental instrumentation associated with the style.</p> <p>In this unit pupils develop their composition skills, utilising their understanding of contemporary techniques and devices to create their own minimalist composition. Pupils will develop their music technology skills through this unit, using sequencing software to create and record their compositions.</p>	<p>Composing Pop Songs</p> <p>Pupils will be introduced to a variety of compositional concepts such as 'word painting', & 'mickey-mousing' and will explore the works of key contemporary composers of the pop & rock genres.</p> <p>As the unit title suggests pupils will develop their composition skills, focussing on the creation of major/ minor chord progressions and riffs in strophic song structure. This unit will also develop the skills needed to write lyrics.</p>	<p>Rehearsal Skills</p> <p>This is a skills based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. The core knowledge learnt in this unit will relate to health and safety aspects of rehearsal (in preparation for KS4).</p> <p>During this unit pupils continue to refine their instrumental, rehearsal and performance skills. The focus here is on pupil independence, enabling pupils to research, select, resource and then rehearse their chosen material/ song. As well as further developing a variety of instrument-specific performance techniques, pupils will further develop the skills needed for effective rehearsal. This includes setting realistic rehearsal objectives and carefully structuring rehearsals to ensure these are met. At the end of each rehearsal, pupils will review and evaluate</p>	<p>Preparing for Live Performance</p> <p>This is a skills based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. The core knowledge learnt in this unit will relate to health and safety aspects of rehearsal (in preparation for KS4).</p> <p>During this unit pupils continue to refine their instrumental, rehearsal skills but focus predominantly on refining their performance skills. As well as further developing a variety of instrument-specific performance techniques, pupils will begin to explore other aspects of performance such as '<i>ensemble skill, sense of style and stage craft</i>'. This includes setting realistic performance objectives and carefully structuring rehearsals to ensure these are met. At the end of each rehearsal, pupils will video a short</p>

		signals'. Complex rhythmic devices such as polyrhythms, cross-rhythms, accents and rhythmic improvisation will be a key focus of performance.			their success and identify areas for further development. They will then use these evaluations to set rehearsal objectives in the following lesson. The objects they set will relate to <i>sense of style, ensemble skills, performance skills</i> and <i>technical ability</i> .	performance, review and evaluate their success and identify areas for further development. They will then use these evaluations to set performance objectives in the following lesson. The objects they set will relate to <i>sense of style, ensemble skills, performance skills</i> (stage craft) and <i>technical ability</i> . (In preparation for KS4).
PE	<p>Topic overview: 3 phases of a warm up and working collaboratively</p> <p>Head: know the stages of a warm up and link them to health benefits</p> <p>Heart: Working with each other to ensure people are safe and enjoying themselves.</p> <p>Hands: demonstrating the 3 phases of a warm up and linking it to the chosen sporting activity.</p> <p>Examples of some of the sports and</p>	<p>Topic overview: Communication skills</p> <p>Head: understanding what communication skills are used in sporting activities.</p> <p>Heart: recognising that people respond in a variety of ways.</p> <p>Hands: demonstrating key skills such as verbal and non verbal communication, and problem solving.</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> individual and team games (handball, 	<p>Topic overview: Tactics and techniques</p> <p>Head: Select tactics that can be used to improve performance.</p> <p>Heart: to be respectful of others abilities and empathise with them.</p> <p>Hands: Implement a variety of tactic and techniques in a range of activities</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> individual and team games (trampoline, football and 	<p>Topic overview: Leading and officiating</p> <p>Head: To understand how to adapt different activities.</p> <p>Heart: to take on a variety of roles within the lesson.</p> <p>Hands: Lead others effectively in a sporting activity by using hand demonstrations and clear instructions.</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> individual and team games (basketball, table tennis and 	<p>Topic overview: Social and mental benefits of exercise</p> <p>Head: Linking the benefits of exercise to mental and social health (e.g. stress/ depression.)</p> <p>Heart: Understanding that people enjoy and excel at different activities.</p> <p>Hands: Performing to the best of their ability in a variety of activities.</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> individual and team games 	<p>Topic overview: Analyse strengths and weaknesses in others performance</p> <p>Head: reflecting on strengths and weaknesses of others.</p> <p>Heart: Giving feedback to others in a respectful way.</p> <p>Hands: Helping others to refine techniques.</p> <p>Examples of some of the sports and activities:</p> <ul style="list-style-type: none"> individual and team games (athletics, trampolining

	<p>activities:</p> <ul style="list-style-type: none"> individual and team games (basketball, badminton and trampolining). health related activities 	<ul style="list-style-type: none"> table tennis, netball). health related activities 	<ul style="list-style-type: none"> alternative games). health related activities 	<p>alternative games).</p>	<p>(yoga/fitness, ultimate frisbee and softball).</p> <ul style="list-style-type: none"> health related activities 	<ul style="list-style-type: none"> and tennis). health related activities
<p>PSHE</p>	<p>Healthy World</p> <p>Students will explore how to make responsible health choices, including blood donation, vaccination, and self examination.</p> <p>They will explore the significance of mental health, and develop strategies for self care, particularly as they approach GCSEs</p>	<p>Aspirations</p> <p>Students will explore and analyse their goals for KS4, particularly as they approach the GCSE options decision.</p> <p>Students will identify potential careers paths or fields they want to enter, and examine what they need to enter these fields</p>	<p>Careers and Finance</p> <p>Students will look at Post 18 pathways and employment in the future.</p> <p>Students will understand what paths are available for them, and what they need to achieve at post 16 for their desired pathway.</p>	<p>Relationships in the Wider World</p> <p>Students will look at how relationships can develop as they grow older.</p> <p>Students will understand the risks that come with alcohol, drugs, and sexual behaviour.</p> <p>Students will explore safe contraception options, and the risk of STI's and pregnancy</p>	<p>Media and Impacts</p> <p>Students will explore the positive and the negative use of the internet.</p> <p>Students will understand that whilst the internet can be a positive tool, there are a lot of negatives including; cyberbullying, cat fishing, grooming, and peer pressure</p>	<p>Safety in the Community</p> <p>Students will look at lawfulness and legality in the general public. They will explore crime and law, in particular with discrimination, prejudice, extremism, and gangs</p> <p>Students will explore what impacts these have on our local and greater communities.</p>

<p style="text-align: center;">Spanish</p>	<p style="text-align: center;">Myself and others</p> <p>Descriptions of self and others Talking about friendships Family relations; Superheroes Talking about inspirational people</p>	<p style="text-align: center;">My town and Barcelona</p> <p>What my town is like Places in town Saying what you can do in the local area Weather Description of the pros and cons of where you live and comparing with other countries / geographical features Where you would like to live with reasons</p>	<p style="text-align: center;">My school, my routine</p> <p>Giving opinions on school subjects Describing my school Describing my teachers Describe a day at school (what we do / don't do, using) Pros and cons of wearing a uniform Discussing school rules</p>	<p style="text-align: center;">Sports, extreme sports and healthy living</p> <p>Sports, extreme sports & opinions Keeping fit and lifestyle Saying if an activity is healthy or not Naming parts of the body and if something hurts Linking what you did with potential health issues</p>	<p style="text-align: center;">Films and TV programmes</p> <p>Films TV programmes Film critique Opinions to describe emotional impact of cinematic experience Arranging to go out to see a film/play</p>	<p style="text-align: center;">Art and Final revision</p> <p>Art in France Revision and end of year exam</p>