



YEAR 9

ENGLISH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Reader	Class Reader (ARC Writing – character or theme analysis, IEE Writing)	Shakespeare (Much Ado About Nothing)	Short Stories/Poetry	Theme: Changing Hearts and Minds	Transition to KS4 Literature

MATHS

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Sequences and graphs <u>Topic 2:</u> Proportional reasoning <u>Topic 3:</u> Geometrical reasoning and construction	<u>Topic 3:</u> Geometrical reasoning and construction <u>Topic 4:</u> Equations Topic 5: Surveys	<u>Topic 6:</u> Measures <u>Topic 7:</u> Calculations <u>Topic 8:</u> Graphs	<u>Topic 8:</u> Graphs <u>Topic 9:</u> Probability <u>Topic 10:</u> Transformations and scale	<u>Topic 11:</u> Integers, expressions and formulae <u>Topic 12:</u> Representing and interpreting statistics <u>Topic 13:</u> 3D shapes	<u>Topic 14:</u> Calculation Plus <u>Topic 15:</u> Functional Maths

SCIENCE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The following topics are all taught in different orders by different staff due to equipment requirements:		The following topics are all taught in different orders by different staff due to equipment requirements:		The following topics are all taught in different orders by different staff due to equipment requirements:	
<ul style="list-style-type: none"> • Drugs and Behaviour • Geology • Energy Transfers 		<ul style="list-style-type: none"> • Chemical Patterns • Pressure, Forces and Moments • Variation 		<ul style="list-style-type: none"> • Humans and the Environment • Chemical Reactions 	

ART

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Fish</u> Including mono printing		<u>Stencil Project</u> Two layered stencil techniques		<u>Urban Art</u> Looking at graffiti artists and their work. Including stencil techniques	

DRAMA

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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“Flashpoint”	“A Christmas Carol”	Character building through hot seating	“KES”		
MUSIC					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Film Music and TV advertising Students listen to many types of adverts. Study the media and why advertising is aimed at specific audiences. They compose their own advert to ‘Carpet Shine’.		Film Music Using a Film clip from James Bond, students study film music, its impact, styles and write / perform their own compositions but also using John Barry’s original sound track to create a backing track.		Guitars Further develop skills, learning and performing new songs including Happy Birthday, Summer of 69	
FOOD					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Balancing meals. Different types of sauces. Gelatinisation	Balancing meals. Different types of sauces. Gelatinisation	Economical use of products from store cupboard. Seasonal Vegetables, finishing techniques, modifying recipes for different diets	Economical use of products from store cupboard. Seasonal Vegetables, finishing techniques, modifying recipes for different diets. Associated practicals	Organic Food, Fair Trade Food Labelling Nutritional analysis International Cuisine	Organic Food, Fair Trade Food Labelling Nutritional analysis International Cuisine Revision for final year test.

GRAPHICS



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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Isometric Drawing.</u> Using the graphics equipment accurately to produce 3D drawings with set measurements.		<u>Orthographic drawing.</u> Using the equipment to accurately produce orthographic drawings from 3D drawings. Producing 3D. Drawing to scale		Introduction to SolidWorks, CAD software	

RM					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Lamp project</u> Introducing pupils to making quality products using joinery.	Continuing lamp project	<u>Sweet dispenser project</u> Working with mechanisms and creating movement. Also creating a complex product following instructions	Continuing sweet dispenser.	Clock project. Introducing pupils to working with acrylic and creating templates for someone else to make the product for them	Continuing sweet dispenser.



TEXTILES					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Sustainable/ recycled bag project:</u></p> <p>Health and safety recap</p> <p>What does sustainable mean? The 6's</p> <p>Environmental issues.</p> <p>Introduction of project.</p> <p>Task analysis.</p> <p>Moodboards</p>	<p><u>Sustainable/ recycled bag project:</u></p> <p>Product analysis using ACCESS FM.</p> <p>Web making/ samples produced.</p> <p>Questionnaires, target market research.</p> <p>Specifications for their product.</p> <p>Types of fastenings and components.</p> <p>Prototypes and Modelling.</p>	<p><u>Sustainable / recycled bag project:</u></p> <p>Production planning.</p> <p>Pattern markings and creation of own patterns.</p> <p>How to make a pocket.</p> <p>Cutting out of materials.</p> <p>Start of manufacture</p>	<p><u>Sustainable/ recycled bag project:</u></p> <p>Practical sessions-</p> <p>Continuation of the manufacture of sustainable/recycled bag</p> <p>Independent work using skills that they have learnt during last term</p>	<p><u>Sustainable/ recycled bag project:</u></p> <p>Demonstration of how to attach handles.</p> <p>Completion of product</p> <p>Evaluation of product.</p>	<p>Values issues concerned with textiles.</p> <p>Social, moral, cultural and ethical influences</p> <p>·</p> <p>Production of bunting depicting the above by paired pupils.</p>



ICT					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Digital Literacy</u> Pupils pick E-safety topic Research – mindmap Design & create using software of their choice.	<u>BBC Micro bit</u>	<u>Music Festival (Stage 1)</u> Pupils design and create promotional material for their own music festival and use databases to sort and filter data.	<u>Music Festival (Stage 2)</u> A spreadsheet is used to calculate the costs of the festival and use image editing skills to create appropriate assets.	<u>Data Handling</u> Pupils choose a topic to research. By selecting appropriate open data sources they must sort, search/ filter to create a presentation discussing their chosen topic.	<u>Web Development</u> In this topic pupils design and create a website to promote healthy life choices.



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GEOGRAPHY					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Japan</u></p> <p>In the module we will look at what life in Japan is like, Japan's physical features, Japan's energy and industry, how industry affects the environment and who Japan trades with.</p>	<p><u>Japan</u></p> <p>In the module we will look at what life in Japan is like, Japan's physical features, Japan's energy and industry, how industry affects the environment and who Japan trades with.</p>	<p><u>Natural Environments</u></p> <p>In this module we will look the factors that affect climate, climate graphs and the British, equatorial, desert and Mediterranean climate profile and vegetation.</p>	<p><u>Natural Environments</u></p> <p>In this module we will look the factors that affect climate, climate graphs and the British, equatorial, desert and Mediterranean climate profile and vegetation.</p>	<p><u>Population</u></p> <p>In this module we will look at what affects where we live, population density, the push and pull factors that affect people, how the world's population has changed, China's population, population pyramids, migration and the American Dream.</p>	<p><u>Population</u></p> <p>In this module we will look at what affects where we live, population density, the push and pull factors that affect people, how the world's population has changed, China's population, population pyramids, migration and the American Dream.</p>



HISTORY

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Why did Levi Harrison die in Belgium?</u></p> <p>This unit looks at the situation in Europe in 1914 and why this resulted in a declaration of war. This is also our local study and we investigate why a young man from Woodville has ended up buried at Tyne Cot Cemetery in Belgium.</p>	<p><u>What was life like during the First World War?</u></p> <p>This unit is an in-depth study of life during the First World War including an enquiry into the events at the Battle of the Somme we still include a local focus where appropriate.</p>	<p><u>How did the First World War lead to the Second?</u></p> <p>In this unit we investigate the inter-war period, looking closely at the peace settlement at the end of WW1, the rise of fascism in Germany and then the failed policy of appeasement.</p>	<p><u>How did the First World War lead to the Second?</u></p> <p>In this unit we investigate the inter-war period, looking closely at the peace settlement at the end of WW1, the rise of fascism in Germany and then the failed policy of appeasement.</p>	<p><u>War Crimes.</u></p> <p>In this unit we look in depth at some of the events of the Second World War and try to answer the question – which country committed the greatest war crimes?</p>	<p><u>The Holocaust.</u></p> <p>In this unit we complete an in-depth study of the holocaust, focusing on some of the victims.</p>



FRENCH

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Relationships, family and friends</u> Students will describe family members and friends, say how well they get on (or not) with people and talk about their home life.	<u>Les pasetemps</u> In this unit, students describe their hobbies, using past, present and future tenses. They describe in detail what they like to do in their spare time and give reasons to explain why.	<u>Ma ville</u> Students will describe their town and local area, using a range of tenses, and explain why they like or do not like living there.	<u>Les vacances</u> In this unit students will use a range of tenses to describe their holidays, giving opinions and using the conditional tense to say what they would like to do.	<u>L'argent et la mode</u> Students will talk about money and fashion, giving opinions about clothes and styles of fashion.	<u>Bridging the gap between KS3 and KS4</u> In this unit students will revise different tenses, themes and aspects of grammar in preparation for KS4.



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SPANISH

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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<p><u>Las familias</u> To talk about family members and to give opinions of them. To revisit prior knowledge of descriptions of character / personality and compare it with the past using the imperfect tense To say what a person should be like (<i>me gustaria que mi hermana fuese guapa e inteligente...</i>)</p>	<p><u>Los pasatiempos</u> To be able to discuss your favourite hobby and why you like it. To be able to talk in detail about your hobby: why you took it up, when and where you do it, who you do it with. To compare what you do when you stay at home and what you do when you go out in your free time To consolidate knowledge of PAST and FUTURE tenses. To practise using opinion + INFINITIVE expressions To extend writing with intensifiers, connectives, opinions and justifications</p>	<p><u>Mi pueblo</u> To know a variety of vocabulary to describe their home and local area and be able to use these to formulate sentences with support. To confidently give and understand descriptions of homes and local areas To be able to express their opinion about where they live and living in town. To understand and be able to use correctly adjectives which go before the noun. To be able to recognize and use the imperfect tense, comparatives and the superlative, modal verbs. To produce a piece of speaking controlled coursework about 'mi pueblo' Be able to give and understand complex descriptions of homes and local areas.</p>	<p><u>Las vacaciones</u> Understand weather reports; someone saying what he/she does in different weathers Ask and say what you do in different types of weather. Understand written weather reports Ask and say what you did in different types of weather. To be able to understand key facts about Spanish holiday destinations and to be able to say what activities you can do there. To be able to talk about the culture in Spanish-speaking destinations (Language, food, festivals) To be able to describe where you go on holiday, how you travel there and with whom To be able to describe what you need to pack for a holiday in Spanish-speaking destinations. Understand when past tenses (preterite and imperfect) are used and how grammatical rules are applied to the oral and written language.</p>	<p><u>Dinero y moda</u> To be able to discuss attitudes to fashion, money and shopping among your people. To describe your school uniform and your ideal school uniform (use of adjectives, agreements) To become more confident orally and focus on accent and pronunciation. To be able to understand and respond to a variety of listening and reading extracts based around theme of shopping, fashion, money and youth trends Be able to debate the pros and cons of new technology Be able to compare popular TV programmes in Spain and Britain To be able to comment on the rise of commercialism and the impact on small businesses To compare trends among young people</p>	<p><u>Bridging the gap between KS3 and KS4</u> To understand the format of GCSE Spanish and the controlled assessment requirements To be able to use a dictionary confidently and to manipulate language found To know the personal pronouns and understand that verbs change according to the person To be confident in the formation of present, preterit and future tenses To understand how to use verb tables competently To be able to use a wide variety of connectives, adjectives and adverbs of time To be able to use comparatives To understand the difference between SER and ESTAR To build on KS3 vocabulary and make the transition to KS3 To strengthen reading and listening comprehension skills To understand the rules for correct pronunciation of Spanish</p>
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		Be able to debate the merits of living in a town or elsewhere	Be able to understand and use time expressions linked to past tenses in Spanish. Write a paragraph describing events in the past making good use of the past present future and conditional tenses, time expressions, connectives and sequence words	in Spain and Britain To debate the merits of a school uniform (and compare the situation in Spain and Britain)	
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PE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
9x Football/Netball/ Rugby Mixed OAA	HRE/Dance / Volleyball Mixed- HRE/Hockey	Trampolining / HRE/Table Tennis	Gymnastics Netball Mixed – OAA	Athletics/ Rounders/ Cricket	Tennis/ Rounders/ Cricket
9y Football/Netball/ Rugby	Dance/ Trampolining Volleyball	HRE/Table Tennis/ Trampolining	Netball Gymnastics	Athletics Rounders	Tennis Cricket

Citizenship, Character and Wellbeing

Term 1 & 2	Term 3 & 4	Term 5 & 6
Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E) Racism Homophobia Sexual Bullying/FGM Parenting/contraception Healthy v unhealthy Mental Health and Wellbeing	Social media (safety) Grooming/sexting How to manage stress Self- esteem and resilience 14-19 options The world of work How to make the correct choice for you?	The Government Rights and Responsibilities in society Stereotyping and prejudice Prevent Freedom of speech Work experience



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RE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Looking for God: Philosophy of Religion		Christianity: The People of the Kingdom		Christian Religious Experience	