

## Year 9 Learning Maps – Spring 1

An Inspector Calls					
<p><b>Prior Learning</b></p> <p>This topic builds on the analytical skills you learnt in Year 7 and 8. It also builds on your study of A Christmas Carol earlier in Year 9. You will enhance your ability to look for deeper meaning in a text. Skills in this unit are comparable to analysis of poetry and fiction extracts in Year 7, and the novella Animal Farm and Shakespeare’s Romeo and Juliet covered in Year 8.</p>		<p><b>Current Learning</b></p> <p>You will study J.B. Priestley’s play ‘An Inspector Calls’ written in 1945 but set in 1912. The play centres on the Birling family and critiques the class system at the beginning of the twentieth century, in addition to highlighting the importance of social responsibility.</p> <p>You will be assessed on the following skills:</p> <ul style="list-style-type: none"> <li>• AO1: Your understanding of the novel. You will need to make points about the novel and use evidence from the novel to support your interpretations.</li> <li>• AO2: Your ability to analyse language, form and structure used by the writer to create meanings.</li> <li>• AO3: Your ability to make links between the novel and the time it was written.</li> <li>• AO4: Your ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>		<p><b>Subsequent Learning</b></p> <p>An Inspector Calls is one of the set texts for the GCSE English Literature exam. In the exam, you will have 45 minutes to answer one essay question on the play. This is a ‘closed book’ exam, which means that you will not have access to a copy of the play in the exam.</p> <p>Following your study of An Inspector Calls, you will further enhance your interpretative and analytical skills by studying a collection of poetry from the AQA Power and Conflict poetry anthology.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
Week 1: Introduction to the context and characters of the play.	Character	<ul style="list-style-type: none"> <li>• You can use independent study opportunities to research the life and work of J.B. Priestley. The <a href="#">British Library website</a> is a good place to start.</li> <li>• Other texts that explore social class in the Twentieth Century: Blood Brothers by Willy Russell A Kestrel for a Knave by Barry Hines</li> <li>• The following study guides are useful sources of revision material and are specifically focused on linking content to exam skills:                             <ul style="list-style-type: none"> <li>• An Inspector Calls: <a href="#">York Notes for GCSE</a></li> <li>• <a href="#">CPG GCSE English Text Guide</a> - An Inspector Calls</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Watch one of the many film adaptations or the play. Access a <a href="#">free version on YouTube</a></li> <li>• An Inspector Calls is a long-standing set text in English Literature. As such, there is a wide variety of material available online. <a href="#">BBC Bitesize</a> is useful for both parents to learn more about the plot, themes and characters.</li> <li>• <a href="#">Read the play</a> together and discuss the plot, themes and characters.</li> </ul>		
Week 2: Analysis of the opening of the play.	Theme				
Week 3: Essay question on Mr Birling in Act 1 and analysis of Sheila Birling.	Act				
Week 4: Analysis of the Inspector’s arrival and an essay question on Sheila Birling.	Dramatic irony				
Week 5: Analysis of Gerald Croft and Mrs Birling in Act 2.	Stage directions				
Week 6: Analysis of Eric Birling and Inspector Goole’s speech in Act 3.	Setting				
Week 7: Analysis of the end of the play and the final message.	Foreshadowing				
Week 8: Character revision.	Tension				
Week 9: Context revision.	Cliff hanger				
Week 10: Theme revision.	Dialogue				
Week 11: Final assessment planning and writing.	Monologue				
	Entrances and exits				
	Timings				
	Interruptions				
	Symbolism				
	Capitalism				
	Socialism				

## Foundation - Tables, charts and graphs - continued

<b>Prior Learning</b> This topic builds on your prior learning of being able to read scales on graphs, draw circles, measure angles, plot coordinates and know the number of degrees in a full and half turn. You will have previous experience of tally charts, inequality notation, finding the midpoint of two numbers and using correct notation for time, both 12 and 24hour clock.	<b>Current Learning</b> In this topic you will build on your ability to read, understand and interpret data from tables, graphs and charts. You will also learn to draw different graphs and charts and use them to make predictions and find values for the mean, median, mode, range and average of a data set.	<b>Subsequent Learning</b> This topic will prepare you for all further learning in Maths and other subjects beyond such as Geography and Science. Many real life situations require you to interpret data in a range of formats.	
<b>Lesson Sequencing</b>	<b>Tier 3 Vocabulary</b>	<b>Wider Reading Opportunities</b>	<b>Ways in which parents/carers can support</b>
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> <li>• Mean, median, mode</li> <li>• Frequency tables</li> <li>• Bar charts</li> <li>• Distance and time tables</li> <li>• Time series graphs</li> <li>• Scatter Graphs</li> <li>• Estimating and line of best fit</li> <li>• Pie charts</li> <li>• Stem and leaf diagrams</li> </ul>	Mean, Median, Mode Range, Average Discrete, Continuous, Qualitative, Quantitative Data, Scatter graph Line of best fit Correlation, Positive, Negative Sample, Population Stem and Leaf Frequency Table Sort Pie chart Estimate	<ul style="list-style-type: none"> <li>• The Great Graph contest – Loreen Leedy</li> <li>• Family Reunion – Bonnie Bader</li> </ul> Recommended revision guides can be found here:  <a href="#">Edexcel</a>  <a href="#">CGP</a>	Support your child's progress through: <ul style="list-style-type: none"> <li>• <a href="#">Maths Watch</a> - to complete homework and access further revision.</li> <li>• <a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li>• <a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> <li>• Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul>

## Foundation - Fractions, Decimals and Percentages

<b>Prior Learning</b> This topic builds on your prior knowledge from Key Stage 2 and Years 7 and 8; deepening your understanding of fractions, decimals and percentages through reasoning and extending to higher order problems.		<b>Current Learning</b> In this topic you will learn how to interchange between fractions, decimals and percentages and how to apply four operations to fractions, decimals and percentages. You will reach higher level problems, applying fractions, decimals and percentages and working backwards, such as with reverse percentages.		<b>Subsequent Learning</b> This topic will prepare you for using decimals and fractions in all further units such as ratio, shape and algebra.  You will also work with percentages at a higher level in Years 10 and 11, focusing on compound percentages.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support		
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> <li>• Converting fractions, decimals and percentages</li> <li>• Converting between improper fractions and mixed numbers</li> <li>• Adding and subtracting fractions</li> <li>• Multiplying and dividing fractions</li> <li>• Multiplying and dividing with decimals</li> <li>• Increase and decrease by a percentage</li> <li>• Calculating percentage change</li> <li>• Calculating with reverse percentages</li> </ul>	Improper fraction Mixed number Simplify Product Equivalent Reverse Original	<ul style="list-style-type: none"> <li>• Fractions in Disguise: A Maths Adventure by Edward Einhorn</li> <li>• Mathematics: The New Golden Age by Keith Devlin</li> </ul> Recommended revision guides can be found here:  <a href="#">Edexcel Revision Guide</a>	Support your child's progress through: <ul style="list-style-type: none"> <li>• <a href="#">Maths Watch</a> - to complete homework and access further revision.</li> <li>• <a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li>• <a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> <li>• Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul>		

## Higher - Representing Data and Finding Averages - continued

<p><b>Prior Learning</b> This topic builds on your prior learning on statistical diagrams from Year 8 and aims to deepen your understanding on averages.</p>	<p><b>Current Learning</b> In this topic you will learn how to represent data in multiple ways and how to read a range of statistical diagrams. You will also learn to calculate and understand averages.</p>	<p><b>Subsequent Learning</b> This topic will prepare you for higher-level statistical work in Years 10 and 11, including cumulative frequency graphs and box plots.</p>	
<p><b>Lesson Sequencing</b></p>	<p><b>Tier 3 Vocabulary</b></p>	<p><b>Wider Reading Opportunities</b></p>	<p><b>Ways in which parents/carers can support</b></p>
<p>Lessons will address the following learning objectives in the order most effective for the class' needs:</p> <ul style="list-style-type: none"> <li>Plot and interpret scatter diagrams</li> <li>Draw and interpret frequency polygons</li> <li>Draw and interpret pie charts</li> <li>Draw and interpret stem and leaf diagrams</li> <li>Draw, interpret and use two way tables</li> <li>Calculate the mean, mode, median and range from a data set</li> <li>Calculate the mean, mode, median and range from a frequency and grouped frequency table</li> <li>Draw, interpret histograms</li> </ul>	<p>Histogram Mean Median Mode Range Correlation Estimate Composite Frequency</p>	<ul style="list-style-type: none"> <li>Destroy This Book in the Name of Maths: Pythagoras Edition by Mike Barfield</li> <li>Mathematics: The New Golden Age by Keith Devlin</li> </ul> <p>Recommended revision guides can be found here:</p> <p><a href="#">CGP Revision Guides</a></p>	<p>Support your child's progress through:</p> <ul style="list-style-type: none"> <li><a href="#">Maths Watch</a> - to complete homework and access further revision.</li> <li><a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li><a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> <li>Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul>

## Higher - Fractions, Percentages and Ratio

<b>Prior Learning</b> You will have worked with fractions and decimals throughout Years 7 and 8. You will have also focused on ratio in Year 8.		<b>Current Learning</b> In this topic you will learn to take fractions and percentages to higher levels, including compound interest. You will also deepen your understanding of ratio and move to higher level problems.		<b>Subsequent Learning</b> The ratio work in this topic will be applied to numerous units in Years 9-11, including similarity.  Ratio is the basis of most mathematics - successful mathematicians will have a deep understanding of ratio and proportion.			
Lesson Sequencing		Tier 3 Vocabulary		Wider Reading Opportunities		Ways in which parents/carers can support	
Lessons will address the following learning objectives in the order most effective for the class' needs: <ul style="list-style-type: none"> <li>• Calculate percentage change</li> <li>• Use multiplier to increase and decrease by a percentage</li> <li>• Calculate the original amount for reverse percentages</li> <li>• Calculate compound interest</li> <li>• Solve higher order ratio problems</li> <li>• Solve problems by combining two ratios</li> </ul>		Compound Multiplier Ratio Equivalent Mixed Number		<ul style="list-style-type: none"> <li>• Mathematics: The New Golden Age by Keith Devlin</li> </ul> Recommended revision guides can be found here:  <a href="#">CGP Revision Guides</a>		Support your child's progress through: <ul style="list-style-type: none"> <li>• <a href="#">Maths Watch</a> - to complete homework and access further revision.</li> <li>• <a href="#">Corbett Maths</a> - for extra support videos and work on the topics stated.</li> <li>• <a href="#">Maths Genie</a> - for exam questions, videos and solution on the topics stated</li> <li>• Accessing their Microsoft Teams work for directed exercises on current topics</li> </ul>	

# SCIENCE

P1 - Energy					
<b>Prior Learning</b> This topic builds on your prior knowledge of energy types and transfer from Key Stage 3.		<b>Current Learning</b> In this topic, you will learn how to calculate elastic potential energy, gravitational potential energy, specific heat capacity and power. You will also use your prior understanding of energy types and transfers to draw Sankey diagrams.			
		<b>Subsequent Learning</b> This topic will underpin the physics GCSE course and you will use this topic to build on your maths skills of rearranging equations, for later topics.			
<b>Lesson Sequencing</b> (lessons highlighted in green represent subject content for only separate science students)			<b>Tier 3 Vocabulary</b>		
			<b>Wider Reading Opportunities</b>		
			<b>Ways in which parents/carers can support</b>		
Lesson	Spec	lesson title	Energy Gravitational potential energy Specific heat capacity Work done Energy transfer Thermal energy Electrical energy Chemical energy	<ul style="list-style-type: none"> <li>• <a href="#">CGP Science Revision Guides</a> available to order via ParentPay</li> <li>• Where Stuff Comes From: H. Molotch, Routledge (2005)</li> <li>• A Brief History of Time: Stephen Hawking</li> </ul>	Support your child's progress through: <ul style="list-style-type: none"> <li>• <a href="#">Educake</a> - to complete homework and access further revision.</li> <li>• <a href="#">myGCSE science</a> - for extra support videos and work on the topics stated.</li> <li>• Accessing their Microsoft Teams work for directed exercises on current topics.</li> </ul>
1	4.1.1.1	Energy stores and systems			
2	4.1.1.2	Kinetic energy			
3	4.1.1.2	EPE			
4	4.1.1.2	GPE			
5	4.1.1.3	SHC			
6	4.1.1.3	RP 1			
7	4.1.1.3	RP 1			
8	4.1.1.4	Work Done			
9	4.5.2.1	Work done and energy transfer			
10	4.1.1.4	Power			
11	4.1.2.1	Conservation and dissipation of energy			
12 & 13	4.1.2.1	RP 2			
14	4.1.2.2	Efficiency			
15	4.1.3.1	Energy resources			
16		Revision: energy transfers & stores			
17		Revision : EPE, GPE, & KE			
18		Revision: SHC & RP 1			
19		test			
20		check point lesson			

# HISTORY

Slavery			
<p><b>Prior Learning</b> In Year 7, you looked at the history of the people within the British Isles. In this unit, you will see how British people affected other people and countries around the world.</p> <p>In Years 8 and 9, you have begun to see how certain social and religious groups faced discrimination. You will draw on that knowledge in this unit.</p> <p>Furthermore, this unit will extend your chronological knowledge of global history.</p> <p>Finally, this topic builds upon the writing and source skills you have been developing throughout your time at Ridgewood.</p>		<p><b>Current Learning</b> In this topic you will discover Britain’s role in the creation of the Slave Trade, and in its abolition. You will learn about the experiences of slaves and see how the end of slavery affected Britain and Africa.</p> <p>This topic is important for you to continue to develop your historical skills and knowledge because it will help you hone your ability to analyse the provenance of sources, develop arguments in your essays, and select relevant, precise evidence to support your answers.</p>	
		<p><b>Subsequent Learning</b> In future units in Year 9, you will continue to see how different groups of people have been discriminated against throughout history and draw parallels back to the slavery unit.</p> <p>Also, you will continue to develop your chronological knowledge of global history by looking at events in countries such as Cambodia, Russia and others.</p> <p>Finally, you will continue to develop your analysis of source provenance, and your use of the TR-ADE-C structure and literacy devices throughout Key Stage 3, 4 and 5.</p>	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Why did Britain become involved in the Slave Trade?	Abolition	<p><b>The following books are very engaging and interesting:</b></p> <p>The Deep Blue Between by Ayesha Hurrana</p> <p>Cane Warriors by Alex Wheatle</p> <p><b>These are challenging, but fascinating reads:</b></p> <p>Passing for White by Tanya Landman</p> <p>Beloved by Tanya Landman</p>	<p>You could watch the documentaries below with your son/daughter:</p> <p><b>YouTube:</b></p> <p>God, Silver and Slaves</p> <p>Slavery and Salvation</p> <p><b>Netflix:</b></p> <p>12 Years a Slave</p>
What were conditions like on board a slave ship?	Bow		
What were the experiences of slaves on a plantation?	Dysentery		
Why was it difficult for slaves to escape?	Middle Passage		
Why was the Slave Trade abolished?	Overseer		
How did the abolition of slavery affect Britain?	Plantation		
What was the impact of the Slave Trade on Africa?	Shackles		
Source Focus	Slave		
	Stern		
	Triangular Trade		

# GEOGRAPHY

Development Dynamics - Nigeria				
<b>Prior Learning</b> The Key Stage 2 National Curriculum requires you to have studied economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. This topic ties into all of those elements.  This topic also links back to the development of emerging countries such as India (Year 7 topic) and links to concepts such as TNCs that you learned during globalisation (first topic in Year 9).		<b>Current Learning</b> During this topic you will learn about sustainable development, and some of the reasons why development in the past has not been sustainable. We look at Nigeria in detail as an example of a country that is developing rapidly, exploring the reasons why. Alongside this we look at the economic and environmental impacts, to determine whether these are sustainable, in line with the United Nations Sustainable Development Goals.		<b>Subsequent Learning</b> In your GCSE learning you will study development in detail, both within the UK (in Paper 2) and globally (in Paper 1). Identifying causes of unequal development, the growth of Transnational Corporations (TNCs) and their role in the social, economic and environmental impacts of development.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	<b>What is development?</b>	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Development</li> <li>• Transnational Corporation (TNC)</li> <li>• Local, regional and global scales</li> <li>• Producer</li> <li>• Consumer</li> <li>• Fossil fuels – coal, oil, gas</li> <li>• Renewable</li> <li>• Environmental impacts</li> </ul>	BBC Bitesize link – Nigeria <a href="#">Let's explore Nigeria - BBC Bitesize</a>  UN Sustainable Development Goals <a href="#">THE 17 GOALS   Sustainable Development (un.org)</a>  Royal Geographical Society <a href="#">Royal Geographical Society - Geography resources for teachers (rgs.org)</a>	Watch the news for any issues relating to different levels of global development, highlighting the differences between countries in Africa and Europe. Discuss some of the reasons for these inequalities, and solutions which could be implemented. Specifically reference the impacts of conflict, climate change and resource management in northern Nigeria.
Lesson 2	<b>Where is Nigeria?</b>			
Lesson 3	<b>Nigeria – local, regional, global</b>			
Lesson 4	<b>Nigeria's growth and mini assessment</b>			
Lesson 5	<b>Lagos – a tale of two cities</b>			
Lesson 6	<b>Producers and consumers</b>			
Lesson 7	<b>Oil and gas and TNCs</b>			
Lesson 8	<b>TNCs – good or bad?</b>			
Lesson 9	<b>Environmental issues</b>			
Lesson 10	<b>Nigeria – the future</b>			

## Accro à la technologie? – Are you addicted to technology?

Prior Learning		Current Learning	Subsequent Learning	
<p>This topic builds on what you have learnt previously. It will include previously learnt vocabulary including connectives, frequency words, key verbs, opinion phrases and the use of the past and present tenses in French.</p>		<p>In this topic, you will learn to write and talk about technology in French. You will be able to give your opinions on the types of programmes and films that you like and don't like to watch, giving reasons why. You will also learn to give descriptions about a film that you have seen.</p>	<p>This topic will prepare you for becoming a more confident speaker of French as the vocabulary and grammar that we learn will be used in other topics. After this topic, we move on to the topic of young people and so knowledge opinions and talking in different tenses will be crucial, as will being able to give a balanced argument.</p>	
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Culture week	un portable – a mobile phone une tablette - a Tablet une ordinateur – a computer viueux/vielle – old nouveau/ nouvelle – new des applis – apps des touches – buttons des écouteurs – headphones les réseaux sociaux – social networking sites la ciberintimidation – cyber bullying la ciber sécurité – cyber-security	<p><a href="#">Euroclub Schools</a> is a website where you can read about different aspects of French history and culture. There are sometimes worksheets that you can complete too.</p> <p>If possible, we would also recommend having a small French dictionary to support you in class.</p>	<p>To build listening and speaking skills and to encourage more cultural awareness, parents can encourage students to visit <a href="#">YouTube Blog Coffee Break French</a>. Here students can listen to native speakers of French answering questions on a number of topics such as free time, ordering foods and opinions.</p>
Week 2	Describing technology			
Week 3	Online activities			
Week 4	Dangers of social networks			
Week 5	Pros and cons of technology			
Week 6	Writing skills and assessment			

## Crime and Punishment

<b>Crime and Punishment</b>			
<p><b>Prior Learning</b></p> <p>This topic builds on your knowledge of Christian and Buddhist beliefs and teachings from Year 7 and 8, and allows you to apply your knowledge to moral issues surrounding crime and justice. You will utilise knowledge gained in Year 8 surrounding justice and forgiveness from the Social Justice topic. Key religious teachings, such as the Sanctity of life, which you have already learned, will be key when discussing issues such as Capital Punishment.</p> <p>Throughout this topic you will continue to develop your skills of interpretation and analysis of specific passages from religious texts, allowing you to apply them as you evaluate moral issues linked to crime.</p>		<p><b>Current Learning</b></p> <p>In this topic you will learn a variety of religious and non-religious beliefs about why people commit crime, and the different punishments in the UK and worldwide. You will learn about different types of crime and why society punishes those who commit crime.</p> <p>You will debate controversial issues such as the use of corporal and capital punishment and discuss whether we have a duty to forgive those who commit crimes.</p> <p>Your skills of evaluation and debate will also be enhanced when discussing issues such as whether we should bring back the death penalty in the UK, and whether prison is an effective punishment.</p>	
		<p><b>Subsequent Learning</b></p> <p>This topic will prepare you for other Key Stage 3 and 4 topics in RE, such as ‘war’ later in Year 9, where you’ll consider war criminals and how justice can be achieved through war. You will also study Crime and Punishment in more depth at GCSE.</p> <p>You will develop and hone your evaluative skills further as you learn to reach justified judgments about moral issues within RE.</p> <p>You will be required to demonstrate the ability to analyse key religious quotations and texts and explain how they influence the beliefs and practices of religious believers.</p>	
<p><b>Lesson Sequencing</b></p> <ol style="list-style-type: none"> <li>1. What is justice?</li> <li>2. What is crime? What are the causes of Crime?</li> <li>3. What are the aims of punishment?</li> <li>4. What does Christianity say about punishing criminals?</li> <li>5. Does prison work?</li> <li>6. Corporal and capital punishment, are they moral?</li> <li>7. Do some criminals deserve the death penalty?</li> <li>8. Religious views on the death penalty and corporal punishment.</li> <li>9. How should we punish young offenders?</li> <li>10. What do religions say about all punishments?</li> <li>11. Hate crimes - Stephen Lawrence.</li> <li>12. Forgiveness of criminals - Anthony Walker.</li> <li>13. Are some crimes too horrific to forgive?</li> </ol>		<p><b>Tier 3 Vocabulary</b></p> <p>Crime Punishment Prison Capital Punishment Corporal Punishment Justice Forgiveness Community Service Hate crimes Reform</p>	
		<p><b>Wider Reading Opportunities</b></p> <p>You can use independent study opportunities to read about the work of <a href="https://www.amnesty.org/">Amnesty International</a> who work to ban the death penalty across the world.</p>	
		<p><b>Ways in which parents/carers can support</b></p> <p>Parents/carers could support by researching and discussing the work of famous Christians such as Elizabeth Fry who reformed prisons due to her religious beliefs. You could watch the following BBC teach clip together and discuss why Elizabeth did the work she did:</p> <p><a href="#">Elizabeth Fry</a></p> <p>They could also talk about the different reasons why some people choose to forgive criminals for example the mother of Anthony Walker. There is a BBC class clip you can watch about this:</p> <p><a href="#">Gee Walker</a></p>	

**Data Representation - continued**

Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
<b>Prior Learning</b> This topic builds on your knowledge of computer hardware, Scratch and creating digital graphics.		<b>Current Learning</b> In this topic you will learn about different sizes of data and how this links to Binary and Binary Addition. You will also learn about Boolean Logic with different Logic Gates – AND, OR, NOT. You will finally look at how computers understand different images/sounds and how these can be compressed into smaller file sizes.		<b>Subsequent Learning</b> This topic will prepare you for further learning about computer hardware. It will also prepare those interested in studying GCSE Computer Science Units for the unit on data representation. And those interested in studying GCSE iMedia who will use graphics, video editing and graphics editing.
Lesson 1	Units	Bit	Introduction to Digital Logic & Boolean Algebra – MK Gooroochurn  Basic Digital Logic Design – Stephen Bucaro	Use the following websites to develop skills:  <a href="#">BBC Bitesize - Boolean Logic</a>  <a href="#">BBC Bitesize - Binary</a>  <a href="#">Computer Science Student Resources</a>
Lesson 2	Binary	Byte		
Lesson 3	Logic Gates	Nibble		
Lesson 4	Images	Boolean		
Lesson 5	Sound	Logic		
Lesson 6	Compression	AND		
		OR		
		NOT		
		Pixels		
		Depth		
		Lossy		
		Lossless		
		Sample Rate		
		Bit Depth		

# ART

Self-portraiture							
Prior Learning				Current Learning		Subsequent Learning	
This topic builds on the theme of identity within your own work. You will develop drawing language, skills within core drawing and painting methods including colour mixing. You will use the work of others to inspire and influence personal responses as you have in the past.				In this topic, you will learn how to draw faces/facial features using tone and texture to create a realistic likeness to yourself. You will also, through looking at the work of Charlotte Caron, use symbolism to demonstrate characteristics of yourself.		This topic will prepare you for using symbols to identify narratives. It will also develop your ability to identify how artists use methods to convey a message and how artists use a combination of materials and techniques in an individual way.	
Week Sequencing				Tier 3 Vocabulary		Wider Reading Opportunities	Ways in which parents/carers can support
Week 1	Baseline portrait.	Week 10	Pencil portraits –Students review skills and make improvements following break	Portrait Tone Texture Identity Construction Feature Symbolism Experiment Media	<a href="#">Self Portraits</a>  <a href="#">Self Portraits 2</a>	Discuss the work of <a href="#">Charlotte Caron</a> - what animal would each family member be? Why?  Work alongside your child following the <a href="#">video</a> .	
Week 2	Developing contour line	Week 11	Pencil portraits				
Week 3	Looking at the work of Van Gogh to deepen our knowledge of contour	Week 12	Symbolism with the work of Charlotte Caron - artist page				
Week 4	Pencil portraits skills taught	Week 13	Portraits symbolism analysis- start animal drawing				
Week 5	Pencil portraits - application of skills	Week 14	Continue with Caron techniques applying them to a drawing of an animal				
Week 6	Pencil portraits - application of skills	Week 15	Apply drawing of animal over photocopy of pencil portrait				
Week 7	Symbolism with the work of Charlotte Caron	Week 16	Portraits creation of Caron themed portrait				
Week 8	Portraits - Symbolism analysis	Week 17	Portraits creation of Caron themed portrait				
Week 9	Portraits creation of Caron themed portrait	Week 18	Portraits creation of Caron themed portrait				

# DRAMA

Physical Theatre			
<b>Prior Learning</b> This topic builds on earlier knowledge of performance styles from Year 8 (Pantomime/surrealism – key features of the performance style, how they developed and how the key features are used within performance) and Year 9 (John Godber – key features of the performance style, how the style developed, and the key features used within performance) and introduces you to the key features of a new performance style. You will build on your knowledge of non- naturalistic performance styles and apply key features of Physical Theatre, and key practitioners to your practical work.		<b>Current Learning</b> In this topic you will learn about the key features of Physical Theatre as a performance style. You will explore some non-naturalistic performance techniques associated with this style of performance and apply these to practical stimuli. You will develop key terminology linked to this performance style and independently explore a range of historical, social and cultural contexts of key practitioners of Physical Theatre.  This topic is important for you to develop your knowledge of theatre history and how styles of performance have developed over time. You will consider the impact of different performance styles on our ability to communicate a message to the audience.	
		<b>Subsequent Learning</b> This topic will prepare you for further performance style exploration throughout Key Stages 3 and 4. It will equip you with the skills to be successful at future exploration and application of performance styles and a range of contexts.  You will be required to demonstrate the ability to explore, describe and apply performance styles across Performing Arts at Key Stage 4.	
Lesson Sequencing	Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1: What is Physical Theatre?	Body Props Physical Theatre Essence Machine Brecht Berkoff Mirroring Dynamics Storytelling Physicality Motif Exaggeration	You can use independent study opportunities to engage with the following reference books and play texts to further develop your knowledge of performance skills and techniques: <ul style="list-style-type: none"> <li>National Theatre – All About Theatre</li> <li>The Frantic Assembly Book of Devising Theatre – Scott Graham</li> <li>The Complete Brecht Toolkit – Stephen Unwin</li> </ul>	Explore our <a href="#">Digital Theatre+</a> package. All students will be provided with the log in details to access this amazing resource. We suggest viewing the work of Frantic Assembly and Brecht through this resource. Along with interviews such as An Introduction to Physical Theatre with Scott Graham  You may also want to see some local live theatre at <a href="#">CAST</a> . This regional theatre offers a range of productions throughout the year.
Lesson 2: Physical Theatre: The Essence Machine			
Lesson 3: Storytelling through music and movement			
Lesson 4: Frantic Assembly – The Building Blocks			
Lesson 5: Frantic Assembly: Storytelling and physicality			
Lesson 6: Brecht: Gestus and Physical Theatre			
Lesson 7: Berkoff: Exaggeration and Physical Theatre			

# MUSIC

Using Technology Musically: EDM				
<b>Prior Learning</b> This topic builds on your understanding of working on a Digital Audio Workstation. The topic also builds on your understanding of popular music from the 1960s – current day.		<b>Current Learning</b> In this topic, you will learn about Electronic Dance Music (EDM). You will learn about the features of EDM through listening and composition activities.  You will develop your knowledge of using a Digital Audio Workstation using MIDI and Audio tracks and using editing tools and plugins to enhance your EDM composition.		<b>Subsequent Learning</b> This topic will support your skills working within a Digital Audio Workstation. You will become more confident to compose using a Digital Audio Workstation.  You will also enhance your knowledge of popular musical styles to support your understanding at GCSE level.
Lesson Sequencing		Tier 3 Vocabulary	Wider Reading Opportunities	Ways in which parents/carers can support
Lesson 1	Exploring bass lines	DAW Electronic Sample Sequencing Quantisation Automation Equalisation Plug – in MIDI Audio	You have access to our subscription to <a href="#">Focus on Sound</a> . Click on the link: and then log in using your Microsoft Teams account.  Alternative reading opportunities: <ul style="list-style-type: none"> <li>Fantastic video on the <a href="#">history of EDM</a>.</li> <li>BBC Bitesize website on <a href="#">electronic music</a>.</li> </ul>	You can support your child by jointly creating an electronic track together using free online software that is available to compose music. You can download: Garage band or search downloads called Audacity or Edu Band Lab.  Encourage listening to BBC Sounds. There is a superb range of EDM podcasts – e.g. Radio 1’s Dance mix, Annie Mac and Carl Cox.
Lesson 2	To be able to harmonise a melodic line over a chord sequence			
Lesson 3	To be able to harmonise a melodic line over a chord sequence			
Lesson 4	Editing tools/ techniques/ (automation, quantisation)			
Lesson 5	To understand how balance, FX, panning and dynamic can musically enhance a track			

# PSHCE

## Consent and Relationships - continued

<b>Prior Learning</b>		<b>Current Learning</b>		<b>Subsequent Learning</b>	
<p>This topic builds on work that you have looked at in Year 8 on healthy relationships and the law. You will continue to improve your knowledge and understanding of what a relationship looks like if it is healthy and how to get support and help in a situation where you may be put at risk.</p>		<p>In this topic you will learn what is meant by the term consent, including how to ensure consent is given and what to do if it is not.</p> <p>You will develop an understanding of the key characteristics of a healthy relationship to ensure you are aware of how to spot any 'red flags'. You will gain an understanding of the legal, physical and emotional impact of crimes such as honour based violence and forced marriage.</p> <p>This topic is essential in ensuring you know how to keep yourself safe and have happy, healthy and safe relationships.</p>		<p>This topic will prepare you for the further learning in PSHCE when we look at relationships and sexual health. It will prepare you and allow you to have a basis for further learning on the law and the different consequences linked to harmful and abusive behaviour in relationships.</p>	
<b>Lesson Sequencing</b>		<b>Tier 3 Vocabulary</b>	<b>Wider Reading Opportunities</b>	<b>Ways in which parents/carers can support</b>	
Lesson 1	Consent	Consent Sexual Assault Cyberbullying Forced marriage Honour based violence Female genital mutilation Abuse Domestic Marriage	You can use independent study opportunities to look at information produced by NSPCC and Barnardos on these sensitive topics.  <a href="#">Sexuality and sexual orientation   NSPCC</a>  <a href="#">Why Emmerdale's Jacob thinks he's in love with his abuser   Barnardo's</a>  <a href="#">Who are we? - LoveRespect</a>	To have an open forum for discussion with your child to be able to talk about important issues, worries or concerns that relate this topic.	
Lesson 2	Consent and the law				
Lesson 3	Healthy relationships - online relationships				
Lesson 4	Healthy behaviour - relationship abuse				
Lesson 5	Forced marriage and FGM				
Lesson 6	HBV				
Lesson 7	Assessment – Leaflet				