



# Year 9 Curriculum Overview

Year	Subject	LP	This half term I am learning:	By the end of this half term I will:
9	DT Art	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about Indonesian patterns;</li> <li>- how to produce a range of Indonesian patterns;</li> <li>- how create a puppet with moving joints.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to describe Indonesian patterns;</li> <li>- be able to produce a range of Indonesian patterns;</li> <li>- be able to produce and present a puppet with moving joints;</li> <li>- develop the learning skills of ANALYSE, DESCRIBE, INVESTIGATE, RECORD, VISUALISE, PRESENT, EVALUATE, ASSESS and EXPERIMENT.</li> </ul>
9	DT Food	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about working safely, hygienically and effectively in the kitchen;</li> <li>- about making a range of dishes to develop my cooking skills;</li> <li>- about the function of ingredients to make a range of dishes;</li> <li>- to develop recipes that consider healthy eating guidelines and presentation skills.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain the purpose of and model safe, hygienic and effective kitchen procedures;</li> <li>- be able to model advanced cooking skills including knife skills, cake, pastry and bread making;</li> <li>- be able to describe and compare the function of ingredients for a range of dishes;</li> <li>- be able to research and develop a range of recipes considering healthy eating and presentation;</li> <li>- develop the learning skills of COMPARE, DESCRIBE, CATEGORISE, RESEARCH, EXPLAIN, MODEL, INVESTIGATE, REVISE and PLAN.</li> </ul>
9	Graphics	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to use ACCESS FM to analyse existing products;</li> <li>- how to sketch in 3D;</li> <li>- how to use 2D and 3D CAD software to produce designs and packaging.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain products using ACCESS FM;</li> <li>- be able to sketch in 3D;</li> <li>- be able to produce designs and packaging using 2D and 3D CAD software;</li> <li>- develop the learning skills of PRESENT, MODEL, EVALUATE, IDENTIFY, ANALYSE and VISUALISE.</li> </ul>
9	DT Product Design	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to write a design brief for a particular client or group of people,</li> <li>- to understand what a system is and to describe it using the words input, process and output;</li> <li>- how to produce an electronic circuit by soldering components to a circuit board.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to write a design brief;</li> <li>- be able to explain what a system is;</li> <li>- be able to manufacture an electronic circuit;</li> <li>- develop the learning skills of EXPLAIN, RESPOND, RESEARCH, FOCUS, LISTEN, IDENTIFY and MODEL.</li> </ul>
9	DT Textiles	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about global issues and the impact of textiles on the environment;</li> <li>- how to produce a range of suitable designs for a target market;</li> <li>- how create a range of techniques to construct a garment.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain global issues and the impact of textiles on the environment;</li> <li>- be able to produce a range of suitable designs for a target market;</li> <li>- be able to develop a range of techniques to produce a garment;</li> <li>- develop the learning skills of REVISE, INVESTIGATE, RESEARCH, MODEL, PLAN, EVALUATE, ASSESS and PRESENT.</li> </ul>
9	English	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>• how to communicate clearly, effectively, and imaginatively in my writing;</li> <li>• how to select and adapt tone, style and register for different purposes;</li> <li>• how to organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>• be able to use a range of vocabulary and sentence structures for clarity, purpose and effect;</li> <li>• be able to write with accurate spelling and punctuation;</li> <li>• be able to create a narrative piece in one of the genres I have studied.</li> </ul>
9	History	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how the First World War was caused and what events it involved;</li> <li>- how the First World War was fought and what conditions in the trenches were like; - how the war impacted upon the Home Front in Britain.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN the links between the causes of the First World War;</li> <li>- be able to DESCRIBE the key features of a trench and EXPLAIN the conditions;</li> <li>- be able to EVALUATE the major battles of of the First World War.</li> </ul>
9	Geography	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to calculate with positive and negative indices;</li> <li>- how to evaluate numbers written in standard form;</li> <li>- how to estimate the answer to calculations by rounding to 1 significant figure;</li> <li>- how to find the upper and lower bounds of a calculation where values have been rounded;</li> <li>- how to construct triangles and other geometrical shapes;</li> <li>- how to draw and interpret plans and elevations;</li> <li>- how to exapnd brackets and simplify expressions;</li> <li>- how to factorise linear and quadratic expressions.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to calculate with positive and negative indices;</li> <li>- be able to evaluate numbers written in standard form;</li> <li>- be able to estimate the answer to calculations by rounding to 1 significant figure;</li> <li>- be able to find the upper and lower bounds of a calculation where values have been rounded; - be able to construct triangles and other geometrical shapes;</li> <li>- be able to draw and interpret plans and elevations;</li> <li>- be able to exapnd brackets and simplify expressions;</li> <li>- be able to factorise linear and quadratic expressions;</li> <li>- develop the learning skills of EXPLAIN, INVESTIGATE, DESCRIBE, VISUALISE and PLAN.</li> </ul>
9	Maths	13	<ul style="list-style-type: none"> <li>• how to use laws of powers and the inverse;</li> <li>• how to expand and factorise expressions;</li> <li>• how to construct plans and elevations of 3D shapes;</li> <li>• how to use mathematical equipment to complete constructions;</li> <li>• how to understand equations and identities;</li> <li>• how to solve problems involving proportion.</li> </ul>	<ul style="list-style-type: none"> <li>• be able to use laws of powers and the inverse;</li> <li>• be able to expand and factorise expressions;</li> <li>• be able to construct plans and elevations of 3D shapes;</li> <li>• be able to use mathematical equipment to complete constructions;</li> <li>• be able to understand equations and identities;</li> <li>• be able to solve problems involving proportion.</li> <li>• develop the learning skills of ORGANISE, ASSESS, EXPLAIN, INVESTIGATE, MODEL, REVISE, EVALUATE, PLAN.</li> </ul>

9 MFL	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to form regular and some key irregular verbs in the preterite (past) tense in Spanish;</li> <li>- how to use important tenses with the past tense;</li> <li>- how to use new vocabulary.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to talk about a past holiday including where I went, who with, what I did they and my opinion of it;</li> <li>- be able to use the near future tense to talk about where I am going to go on my holidays next year and what I am going to do;</li> <li>- develop the learning skills of CATEGORISE, COLLABORATE, MODEL, EXPLAIN, DESCRIBE, PLAN, FOCUS, PRESENT and RESEARCH.</li> </ul>
9 PE	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>• how to outwit opponents through football;</li> <li>• how to improve the skills of passing, receiving, ball control and tackling;</li> <li>• how to use attacking and defensive skills within activities and game situations;</li> <li>• how to be an effective coach and provide feedback;</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>• be able to use attacking and defensive principles within game situations;</li> <li>• be able to perform skills to an improved level;</li> <li>• be able to use a variety of attacking and defensive strategies within activities and game situations;</li> <li>• develop the learning skills of ORGANISE, INVESTIGATE, CONTRAST, COMPARE, SUMMARISE and ASSESS.</li> </ul>
9 RE	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about the story of Adam and Eve in Genesis and what the story teaches Christians about sin;</li> <li>- about different types of suffering in the world, including natural and moral evil;</li> <li>- about the problem of evil and how Christians respond to the problem of evil.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN Catholic beliefs on sin linking them to the story of Adam and Eve;</li> <li>- be able to VISUALISE different types of suffering in our world and EXPLAIN the effects of them ;</li> <li>- be able to EXPLAIN what the problem of evil is and INVESTIGATE and RESEARCH how Catholics respond to it, including the work of SVP and CAFOD.</li> </ul>
9 Biology	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how changes in populations can affect biodiversity and the importance of high biodiversity including competition; - how populations can be examined using sampling methods and how to increase accuracy;</li> <li>- how to construct pyramids of biomass.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN how changes affect the populations and how this can be monitored;</li> <li>- be able to construct pyramids of biomass and perform accurate sampling;</li> <li>- to develop the skills of DESCRIBE, EXPLAIN, REVISE, SUMMARISE, ASSESS and EVALUATE.</li> </ul>
9 Chemistry	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how the atomic model was established;</li> <li>- how subatomic particles can be calculated for any atom;</li> <li>- how to draw an electronic arrangement for any atom with up to 20 electrons.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN how the atomic model was established;</li> <li>- be able to DETERMINE the number of subatomic particles in an atom;</li> <li>- be able to DEDUCE the number of electrons in an atom.</li> </ul>
9 Physics	13	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to use the particle MODEL to EXPLAIN the different states of matter and differences in density; - how latent heat is linked to vaporisation;</li> <li>- how pressure in fluids is affected by temperature.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to calculate density;</li> <li>- be able to DESCRIBE how, when substances change state, mass is conserved;</li> <li>- be able to calculate latent heat;</li> <li>- develop the learning skills of MODEL, EXPLAIN, DESCRIBE.</li> </ul>
9 DT Art	14	<ul style="list-style-type: none"> <li>• how to develop textural drawing skills;</li> <li>• how to improve my 3D modeling skills;</li> <li>• to be able to analyse Art work with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• be able to use a variety of clay techniques safely;</li> <li>• be able to use a range of mark making drawing techniques;</li> <li>• be able to comment on the work of others;</li> <li>• develop the learning skills of INITIATE, RECORD, IMAGINE, VISUALISE, MODEL, ENGAGE, RESPOND, COMPARE, CONTRAST and ASSESS.</li> </ul>
9 DT Food	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about working safely, hygienically and effectively in the kitchen;</li> <li>- about making a range of dishes to develop my cooking skills;</li> <li>- about the function of ingredients to make a range of dishes;</li> <li>- to develop recipes that consider healthy eating guidelines and presentation skills.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain the purpose of and model safe, hygienic and effective kitchen procedures;</li> <li>- be able to model advanced cooking skills including knife skills, cake, pastry and bread making;</li> <li>- be able to describe and compare the function of ingredients for a range of dishes;</li> <li>- be able to research and develop a range of recipes considering healthy eating and presentation;</li> <li>- develop the learning skills of COMPARE, DESCRIBE, CATEGORISE, RESEARCH, EXPLAIN, MODEL, INVESTIGATE, REVISE and PLAN.</li> </ul>
9 Graphics	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to use ACCESS FM to analyse existing products;</li> <li>- how to sketch in 3D;</li> <li>- how to use 3D CAD software to produce designs.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to evaluate products;</li> <li>- sketch in 3D;</li> <li>- be able to produce designs 3D CAD software, SketchUp;</li> <li>- learning skills of PRESENT, MODEL, EVALUATE, IDENTIFY, ANALYSE and VISUALISE.</li> </ul>
9 DT Product Design	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about the GCSE Product Design controlled assessment unit;</li> <li>- how to EXPLORE my chosen design context and write a design brief;</li> <li>- how to conduct a range of PRIMARY and SECONDARY research.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able write a design brief;</li> <li>- be able to carry out research;</li> <li>- to developed the Learning Language skills of INITIATE, RESPOND, ANALYSE, RESEARCH and EVALUATE.</li> </ul>
9 DT Textiles	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about global issues and the impact of textiles on the environment;</li> <li>- how to produce a range of suitable designs for a target market;</li> <li>- how create a range of techniques to construct a garment.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain global issues and the impact of textiles on the environment;</li> <li>- be able to produce a range of suitable designs for a target market;</li> <li>- be able to develop a range of techniques to produce a garment;</li> <li>- develop the learning skills of REVISE, INVESTIGATE, RESEARCH, MODEL, PLAN, EVALUATE, ASSESS and PRESENT.</li> </ul>
9 English	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to identify and interpret explicit and implicit information in fiction and non-fiction texts;</li> <li>- how to analyse how writers use language and structure for effect in a range of fiction and non-fiction texts; - how to evaluate texts, using evidence from the text to support.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to respond to Component 1 and Component 2 GCSE style exam questions;</li> <li>- be able to analyse writer's techniques and embed evidence from texts in my responses;</li> <li>- be able to evaluate aspects of texts.</li> </ul>

9 History	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how the First World War was caused and what events it involved;</li> <li>- how the First World War was fought and what conditions in the trenches were like; - how the war impacted upon the Home Front in Britain.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN the links between the causes of the First World War;</li> <li>- be able to DESCRIBE the key features of a trench and EXPLAIN the conditions;</li> <li>- be able to EVALUATE the major battles of of the First World War.</li> </ul>
9 Geography	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how levels of development effect population structure and how population distribution within countries is influenced by a wide range of different factors;</li> <li>- how urbanisation and counter urbanisation take place and why this happens;</li> <li>- how national and international migration take place and what factors lead to this occurring.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN the link between levels of development and population structure and EVALUATE which factors influence population distribution and density;</li> </ul>
9 Maths	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to find unknown sides in similar triangles;</li> <li>- how to solve problems using direct and inverse proportion;</li> <li>- how to solve inequalities;</li> <li>- how to represent inequalities on a number line;</li> <li>- how to find the volume and surface area of prisms;</li> <li>- how to find the nth term of linear and quadratic sequences;</li> <li>- how to generate linear and quadratic sequences from given nth terms;</li> <li>- how to use Fibonacci like sequences;</li> <li>- how to find the circumference and the area of circles and sectors.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to find unknown sides in similar triangles;</li> <li>- be able to solve problems using direct and inverse proportion;</li> <li>- be able to solve inequalities;</li> <li>- be able to represent inequalities on a number line;</li> <li>- be able to find the volume and surface area of prisms;</li> <li>- be able to find the nth term of linear and quadratic sequences;</li> <li>- be able to generate linear and quadratic sequences from given nth terms;</li> <li>- be able to use Fibonacci like sequences;</li> <li>- be able to find the circumference and the area of circles and sectors;</li> <li>- develop the learning skills of EXPLAIN, INVESTIGATE, VISUALISE, and REVISE.</li> </ul>
9 MFL	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to talk about a range of jobs using the present tense in the first and third person; - how to talk about my future career goals using the near future and conditional tenses; - how to use a variety of tenses to improve my spoken and written work.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to talk about a range of jobs using the present tense in the first and third person; - be able to talk about my future career goals using the near future and conditional tenses; - be able to use a variety of tenses to improve my spoken and written work.</li> </ul>
9 Pe	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>• how methods of training can contribute to fitness development;</li> <li>• how different methods of training link to specific sporting activities;</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>• be able to discuss the different methods of training and how they can improve fitness;</li> <li>• be able to describe how methods of training can be used within specific sporting activities;</li> <li>• be able to complete fitness tests and record results, analysing performance;</li> <li>• develop the learning skills of RECORD, DESCRIBE, ASSESS, EVALUATE, COLLABORATE, PLAN and COMPARE.</li> </ul>
9 RE	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about the aims of punishment;</li> <li>- about Christian teachings on forgiveness;</li> <li>- about Christian attitudes to capital punishment.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to DESCRIBE the aims of punishment;</li> <li>- be able to EXPLAIN the meaning of parables about forgiveness; - be able to EVALUATE different attitudes to capital punishment.</li> </ul>
9 Biology	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to accurately sample a habitat using suitable procedures;</li> <li>- how surface area to volume ratio can be linked to adaptations in animals;</li> <li>- how water, nutrients and carbon can be recycled via decay.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN an unbiased procedure for accurate sampling of a population;</li> <li>- be able to EXPLAIN the stages in the water, carbon and nutrient cycles;</li> <li>- be able to DESCRIBE how this is affected by environmental factors;</li> <li>- be able to develop the learning skills of EXPLAIN, REVISE, SUMMARISE, ASSESS, EVALUATE and DESCRIBE.</li> </ul>
9 Chemistry	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to describe the reactivity through the periodic table;</li> <li>- how to explain the properties of transition metals;</li> <li>- how to represent bonding with dot-cross diagrams.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to identify relative reactivity in the periodic table using electron configuration;</li> <li>- be able to describe some properties of the transition metals;</li> <li>- be able to draw dot-cross diagrams to show bonding in molecules;</li> <li>- be able to develop the learning skills of EVALUATE, APPLY, REVISE, ASSESS, EXPLAIN and HYPOTHESE.</li> </ul>
9 Physics	14	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how energy transferred is referred to in physics as work done;</li> <li>- how energy is conserved following the law of conservation of energy;</li> <li>- how to measure the specific heat capacity of a material using the equation <math>E=VIt</math>.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to calculate the amount of energy transferred;</li> <li>- be able to DESCRIBE and APPLY the law of conservation of energy;</li> <li>- be able to calculate the specific heat capacity of a material;</li> <li>- develop the learning skills of DESCRIBE, EXPLAIN, REVISE, SUMMARISE, ASSESS and EVALUATE.</li> </ul>
9 DT Art	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about Indonesian patterns;</li> <li>- how to produce a range of Indonesian patterns;</li> <li>- how create a puppet with moving joints.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to describe Indonesian patterns;</li> <li>- be able to produce a range of Indonesian patterns;</li> <li>- be able to produce and present a puppet with moving joints;</li> <li>- develop the learning skills of ANALYSE, DESCRIBE, INVESTIGATE, RECORD, VISUALISE, PRESENT, EVALUATE, ASSESS and EXPERIMENT.</li> </ul>
9 DT Food	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to work safely, hygienically and effectively in the kitchen;</li> <li>- about the function of ingredients used to make a range of dishes;</li> <li>- to develop recipes to allow them to consider healthy eating guidelines and presentation skills.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain the purpose of and model safe, hygienic and effective kitchen procedures;</li> <li>- be able to model advanced cooking skills including knife skills, cake, pastry and bread making;</li> <li>- be able to describe and compare the function of ingredients for a range of dishes;</li> <li>- be able to research and develop a range of recipes considering healthy eating and presentation;</li> <li>- develop the learning skills of COMPARE, DESCRIBE, CATEGORISE, RESEARCH, EXPLAIN, MODEL, INVESTIGATE, REVISE and PLAN.</li> </ul>

9 Graphics	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to use ACCESS FM to analyse existing products;</li> <li>- how to sketch in 3D;</li> <li>- how to use 3D CAD software to produce designs.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to evaluate products;</li> <li>- be able to sketch in 3D;</li> <li>- be able to produce designs using 3D CAD software;</li> <li>- develop the learning skills of PRESENT, MODEL, EVALUATE, IDENTIFY, ANALYSE and VISUALISE.</li> </ul>
9 DT Product Design	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to write a design brief for a particular client or group of people,</li> <li>- to understand what a system is and to describe it using the words input, process and output;</li> <li>- how to produce an electronic circuit by soldering components to a circuit board.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to write a design brief;</li> <li>- be able to explain what a system is;</li> <li>- be able to manufacture an electronic circuit;</li> <li>- develop the learning skills of EXPLAIN, RESPOND, RESEARCH, FOCUS, LISTEN, IDENTIFY and MODEL.</li> </ul>
9 DT Textiles	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to thread, set up and use a sewing machine independently;</li> <li>- why health and safety is a consideration in textile products;</li> <li>- how to design and make a cushion following a pattern/instructions.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to use the sewing machine with confidence;</li> <li>- be able to understand the environmental impacts of the textile industry;</li> <li>- be able to make a cushion using following a pattern and applying different techniques;</li> <li>- develop the learning skills of QUESTION, SUMMARISE, REVISE, ANALYSE, MODEL, ARTICULATE, EVALUATE and ASSESS.</li> </ul>
9 English	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to IDENTIFY and interpret explicit and implicit information in fiction and non-fiction texts;</li> <li>- how to ANALYSE how writers use language and structure for effect in a range of fiction and non-fiction texts; - how to EVALUATE texts, using evidence from the text to support.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to RESPOND to Fiction and Non-fiction exam style exam questions;</li> <li>- be able to ANALYSE writers' techniques and embed evidence from texts in my responses;</li> <li>- be able to EVALUATE aspects of texts.</li> </ul>
9 History	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how Hitler became popular in Germany after the First World War;</li> <li>- how Hitler used terror and propaganda to appeal to the German people; - how Hitler saw the role of women and children.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EVALUATE sources using NOP;</li> <li>- be able to EXPLAIN different interpretations;</li> <li>- be able to ANALYSE causes and consequences.</li> </ul>
9 Geography	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how tourism has grown and the factors that have led to this;</li> <li>- how the growth of tourism has impacted upon a named HIC and LIC;</li> <li>- how tourism can be developed in a sustainable way including a named case study.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN how tourism and grown and EVALUATE the factors that have led to this;</li> <li>- be able to INVESTIGATE how tourism has impacted upon a named HIC and LIC;</li> <li>- be able to EXPLAIN how tourism may be developed sustainably using a named case study as an example</li> </ul>
9 Maths	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to solve problem sinvolving Fibonacci type sequences;</li> <li>- how to find the nth term of linear sequences;</li> <li>- how to find the area and circumference of circles;</li> <li>- how to find the volume and surface area of simple prisms including cylinders;</li> <li>- how to draw and interpret pie charts;</li> <li>- how to draw and interpret scatter graphs;</li> <li>- how to draw and interpret simple histograms;</li> <li>- how to draw and interpret straight line graphs;</li> <li>- how to plot and interpret real life graphs.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to solve problem sinvolving Fibonacci type sequences;</li> <li>- be able to find the nth term of linear sequences;</li> <li>- be able to find the area and circumference of circles;</li> <li>- be able to find the volume and surface area of simple prisms including cylinders;</li> <li>- be able to draw and interpret pie charts;</li> <li>- be able to draw and interpret scatter graphs;</li> <li>- be able to draw and interpret simple histograms;</li> <li>- be able to draw and interpret straight line graphs;</li> <li>- be able to plot and interpret real life graphs;</li> <li>- develop the learning skills of EXPLAIN, INVESTIGATE, VISUAISE, PLAN and IDENTIFY.</li> </ul>
9 MFL	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how how to DESCRIBE healthy lifestyles including diet, fitness and health;</li> <li>- how to give advice about improving your lifestyle and recovering from illness;</li> <li>- how to COMPARE your current lifestyle to when you were younger.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to use reflexive verbs and the stem changing verbs doler, jugar and preferir in the present tense; - be able to understand and use direct object pronouns;</li> <li>- be able to speak confidently about a range of aspects of healthy lifestyles.</li> </ul>
9 Pe	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>• how to refine the skills of passing, running, tackling and rucking; • how to improve skills within activities and game situations;</li> <li>• how to critically analyse performance of self and others.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>• be able to provide feedback on performance, relating to strengths and areas for improvement; • develop the learning skills of REVISE,DESCRIBE, ARTICULATE,ORGANISE and PLAN.</li> </ul>
9 RE	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about different ideas of gender;</li> <li>- about healthy and unhealthy relationships;</li> <li>- about the ethics of sex before marriage.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN different ideas of gender;</li> <li>- be able to EVALUATE different types of relationships; - be able to ANALYSE the ethics of sex before marriage.</li> </ul>
9 Biology	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to interpret graphs;</li> <li>- how to prepare samples of cells for observation using the microscope;</li> <li>- how to CALCULATE the magnification of cell samples.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to DESCRIBE how to use the light microscope;</li> <li>- be able to RECORD observations made using the microscope using suitable diagrams;</li> <li>- be able to develop the learning skills of EXPLAIN, DESCRIBE, CALCULATE, REVISE, ASSESS, EVALUATE and RECORD.</li> </ul>

9 Chemistry	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how the atomic model was established;</li> <li>- how subatomic particles can be calculated for any atom;</li> <li>- how to draw an electronic arrangement for any atom with up to 20 electrons.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to EXPLAIN how the atomic model was established;</li> <li>- be able to DETERMINE the number of subatomic particles in an atom;</li> <li>- be able to DEDUCE the number of electrons in an atom.</li> </ul>
9 Physics	15	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to use the particle MODEL to EXPLAIN the different states of matter and differences in density; - how latent heat is linked to vaporisation;</li> <li>- how pressure in fluids is affected by temperature.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to calculate density;</li> <li>- be able to DESCRIBE how, when substances change state, mass is conserved;</li> <li>- be able to calculate latent heat;</li> <li>- develop the learning skills of MODEL, EXPLAIN, DESCRIBE.</li> </ul>
9 DT Art	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to develop a range of art skills including research and observation skills ;</li> <li>- how to develop an eye catching poster design using colour and simplified schematic drawing ;</li> <li>- how to recognise the compositional elements that are important to graphic design.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to draw simple figures using a construction system and then change these into simple graphic symbols; - be able to combine these with colour to create a poster that communicates with others;</li> <li>- be able to develop the learning skills of PLAN, RESEARCH, VISUALISE, FOCUS DESCRIBE, IMAGINE, ARTICULATE.</li> </ul>
9 DT Food	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to work safely, hygienically and effectively in the kitchen;</li> <li>- about the function of ingredients used to make a range of dishes;</li> <li>- to develop recipes to allow them to consider healthy eating guidelines and presentation skills;</li> <li>- how cost is considered when producing dishes using various ingredient.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain the purpose of and model safe, hygienic and effective kitchen procedures;</li> <li>- be able to model advanced cooking skills including knife skills, cake, pastry and bread making;</li> <li>- be able to describe and compare the function of ingredients for a range of dishes;</li> <li>- be able to research and develop a range of recipes considering healthy eating and presentation;</li> <li>- be able to use a cost and profit margin formula to calculate the cost of dishes produced;</li> <li>- develop the learning skills of COMPARE, DESCRIBE, CATEGORISE, RESEARCH, EXPLAIN, MODEL, INVESTIGATE, CALCULATE and PLAN.</li> </ul>
9 Graphics	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to use ACCESS FM to analyse existing products;</li> <li>- how to sketch in 3D;</li> <li>- how to use 3D CAD software to produce designs.</li> </ul>	<p>By then end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to evaluate products;</li> <li>- be able to sketch in 3D;</li> <li>- be able to produce designs 3D CAD software, SketchUp;</li> <li>- develop the learning skills of PRESENT, MODEL, EVALUATE, IDENTIFY, ANALYSE and VISUALISE.</li> </ul>
9 DT Product Design	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to investigate systems through examples of inputs and outputs;</li> <li>- how to create design ideas;</li> <li>- how to create a template for use in batch production.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to give examples of systems and explain how they work;</li> <li>- be able to present my ideas professionally and annotate them using ACCESSFM;</li> <li>- develop the Learning Language skills of INVESTIGATE, RESPOND, FOCUS, COLLABORATE, DEMONSTRATE.</li> </ul>
9 DT Textiles	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about global issues and the impact of textiles on the environment;</li> <li>- how to produce a range of suitable designs for a target market;</li> <li>- how create a range of techniques to construct a garment.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to explain global issues and the impact of textiles on the environment;</li> <li>- be able to produce a range of suitable designs for a target market;</li> <li>- be able to develop a range of techniques to produce a garment;</li> <li>- develop the learning skills of REVISE, INVESTIGATE, RESEARCH, MODEL, PLAN, EVALUATE, ASSESS and PRESENT.</li> </ul>
9 English	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to write imaginatively using a range of stylistic devices for effect;</li> <li>- how to write using a distinctive voice which is sustained throughout my writing;</li> <li>- how to use consistently ambitious vocabulary and skilfully construct paragraphs for effect.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to show that I can write clearly and imaginatively for a range of audiences and purposes;</li> <li>- be able to show that I can adapt style and tone for a range of audiences and purposes;</li> <li>- be able to show that I can structure my writing effectively and use ambitious vocabulary and punctuation for effect.</li> </ul>
9 History	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how the Jewish people have been persecuted throughout history;</li> <li>- how the Nazis persecuted the Jewish people;</li> <li>- how the Holocaust ended.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to ASSESS whether I agree with interpretations;</li> <li>- be able to EVALUATE usefulness of sources using Nature, Origin and Purpose; - be able to ANALYSE how Jewish people were persecuted.</li> </ul>
9 Geography	16	<ul style="list-style-type: none"> <li>• Where Africa is located in the World and how it's human and physical geography varies from deserts and grasslands to tropical rainforests.</li> <li>• How to measure development of a country using data.</li> <li>• How development can be measured economically and socially.</li> <li>• The role of third world debt on countries located in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to locate Africa on a map and identify it as a continent.</li> <li>• Be able to explain why some countries are rich and others poor.</li> <li>• Be able to define debt and explain the effect this has had on African countries.</li> </ul>

9 Maths	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to solve simultaneous equations involving only linear equations;</li> <li>- how to solve simultaneous equations graphically;</li> <li>- how to set up and solve simultaneous equations in contextualised situations;</li> <li>- how to draw and interpret tree diagrams for independent events;</li> <li>- how to draw and interpret tree diagrams for dependent events;</li> <li>- how to draw and interpret scatter graphs including describing correlation;</li> <li>- how to draw and interpret time series graphs.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to solve simultaneous equations involving only linear equations;</li> <li>- be able to solve simultaneous equations graphically;</li> <li>- be able to set up and solve simultaneous equations in contextualised situations;</li> <li>- be able to draw and interpret tree diagrams for independent events;</li> <li>- be able to draw and interpret tree diagrams for dependent events;</li> <li>- be able to draw and interpret scatter graphs including describing correlation;</li> <li>- be able to draw and interpret time series graphs;</li> <li>- develop the learning skills of EXPLAIN, PRESENT, APPLY and PLAN.</li> </ul>
9 MFL	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to ARTICULATE a range of views on issues such as fair trade, the environment and children's rights;</li> <li>- how to SUMMARISE the main points in authentic and complex texts;</li> <li>- how to use the imperfect, present, near future, future and conditional tenses.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to confidently ARTICULATE a range of views on fair trade, the environment and children's rights;</li> <li>- be able to use the verb poder and the structure tener derecho a ;</li> <li>- be able to write in detail using a range of time frames and complex structures.</li> </ul>
9 Music	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to work in a group playing chords in time with other instruments;</li> <li>- how to employ a range of rhythms to make the accompaniment of a piece interesting.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to perform a reggae piece of music;</li> <li>- be able to perform syncopated rhythms;</li> <li>- be able to IDENTIFY, EXPLAIN, DESCRIBE, RESPOND, DEVELOP, LISTEN and EVALUATE.</li> </ul>
9 Pe	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>• how to observe and evaluate performance of self and others;</li> <li>• how to improve fitness for sport.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>• be able to identify strengths and areas for improvement of self and others;</li> <li>• be able to understand how methods of training and testing can improve fitness for specific sporting activities;</li> <li>• develop the learning skills of DESCRIBE, COMPARE, ANALYSE and RECORD.</li> </ul>
9 RE	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- about the aims of punishment;</li> <li>- about Christian teachings on forgiveness;</li> <li>- about Christian attitudes to capital punishment.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to DESCRIBE the aims of punishment;</li> <li>- be able to EXPLAIN the meaning of parables about forgiveness;</li> <li>- be able to EVALUATE different attitudes to capital punishment.</li> </ul>
9 Biology	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how different farming methods can improve the yield produced, which can improve food supply;</li> <li>- how biotechnology and genetic modification can improve growth rate of crops.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to use a graph to calculate a rate;</li> <li>- be able to develop the learning skills of EXPLAIN, DESCRIBE, EVALUATE, REVISE, ASSESS and SUMMARISE.</li> </ul>
9 Chemistry	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how to describe the properties of ionic compounds;</li> <li>- how covalent bonds form and why they are very strong;</li> <li>- how to identify polymers from their structures.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to analyse and explain the properties of ionic compounds;</li> <li>- be able to explain why covalent compounds are very strong;</li> <li>- develop the learning skills of ANALYSE, INVESTIGATE, EXPLAIN and EVALUATE.</li> </ul>
9 Physics	16	<p>This half term I am learning:</p> <ul style="list-style-type: none"> <li>- how thermal energy is transferred through materials;</li> <li>- how the law of conservation of energy can be applied to heat transfers in closed systems;</li> <li>- how to investigate factors affecting resistance of electrical circuits.</li> </ul>	<p>By the end of this half term I will:</p> <ul style="list-style-type: none"> <li>- be able to predict thermal conduction, convection and radiation using examples;</li> <li>- be able to measure the insulation of a material;</li> <li>- develop the learning skills of: REVISE, SUMMARISE, ASSESS and EVALUATE.</li> </ul>
9 DT Food	17		
9 Graphics	17	<ul style="list-style-type: none"> <li>• to import 3D objects into my CAD models;</li> <li>• to export 2D and 3D CAD designs into Desk Top Publishing files.</li> <li>• to research and disassemble a range of multi media cases;</li> <li>• to use a range of textile techniques e.g. tie dye, quilting, patchwork, printing, transferring images onto fabric;</li> </ul>	<p>be able to import objects using the Sketchup warehouse;</p> <ul style="list-style-type: none"> <li>• produce a virtual modeling diary containing screenshots of my virtual models with annotation.</li> <li>• be able to design a product that has a range of textile techniques on it;</li> </ul>
9 DT Product Design	17	<ul style="list-style-type: none"> <li>• to attach a range of manufactured components to a product.</li> <li>• to incorporate electronics components and standard components into a product design project;</li> <li>• to understand how PCBs are produced and their benefit to mass production;</li> <li>• to incorporate existing design styles into new products, eg Memphis, Piet Mondrian, Post modernism, Mackintosh etc;</li> </ul>	<ul style="list-style-type: none"> <li>• be able to confidently thread up and use a sewing machine;</li> <li>• be able to make a high quality multi media case for a specific client.</li> <li>• be able to explain the function of the electronic components used;</li> <li>• be able to solder accurately, neatly and safely;</li> </ul>
9 DT Textiles	17	<ul style="list-style-type: none"> <li>• to attach a range of manufactured components to a product.</li> <li>• to develop a range of art skills including research and observation skills;</li> <li>• to develop an original design idea on paper into a 3</li> </ul>	<p>be able to make a high quality multi media case for a specific client.</p> <ul style="list-style-type: none"> <li>• be able to draw a shoe from observation and develop this imaginatively in steps into a Surreal design and 3 dimensional clay model</li> </ul>
9 English	17	<ul style="list-style-type: none"> <li>• To infer and deduce ideas from a texts.</li> <li>• To empathise with main characters.</li> <li>• To use narrative techniques in my own first person piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Have read the short story 'Your Shoes.'</li> <li>• Produced a piece of first person narrative writing.</li> <li>• Read and understood the poem 'Follower' by Seamus Heaney.</li> </ul>
9 History	17	<ul style="list-style-type: none"> <li>• People's rights and responsibilities as citizens of a democratic nation.</li> <li>• The nature of Jewish persecution before the Nazis.</li> <li>• How and why the Jews were persecuted in Nazi Germany.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified the rights and responsibilities of citizens in a democratic nation and be able to compare them to Jewish people during the war.</li> <li>• Examined the treatment of Jews and other minorities before and after the Nazis.</li> <li>• Assessed the reliability and usefulness of using film to understand the holocaust.</li> <li>• Analysed sources to explain the events of the Holocaust.</li> </ul>



9 Geography	17	<ul style="list-style-type: none"> <li>The different types of tourism.</li> <li>How tourist destinations develop.</li> <li>The effects of tourism on people and the environment.</li> <li>Case studies such as Thailand, Australia and Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>Know the benefits of tourism for the UK and abroad.</li> <li>Understand the impact tourists have on holiday destinations.</li> <li>Know the solutions to tourist problems, e.g. Eco-tourism.</li> </ul>
9 Maths	17	<ul style="list-style-type: none"> <li>how to calculate and measure rates of change and use compound measures;</li> <li>how to follow the data handling cycle;</li> <li>how to conduct a statistical enquiry;</li> <li>how to draw a scatter graph;</li> <li>how to interpret and comment on correlation.</li> </ul>	<ul style="list-style-type: none"> <li>be able to calculate and measure rates of change and use compound measures;</li> <li>be able to apply and use the data handling cycle;</li> <li>be able to conduct and analyse an independent statistical enquiry;</li> <li>be able to draw and interpret a scatter graph;</li> <li>be able to comment on correlation.</li> </ul>
9 MFL	17	<ul style="list-style-type: none"> <li>How to form the simple future tense.</li> <li>How to include a variety of tenses in my work to talk about jobs and future plans.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe different jobs and what other people do as their jobs and where they work.</li> <li>Be able to describe my future plans using different future tenses and the conditional tense.</li> <li>Be able to say what job I would like to do in the future and say why.</li> </ul>
9 Music	17	<ul style="list-style-type: none"> <li>how to identify the features of a 'good' song;</li> <li>how to write lyrics which are appropriate for the song style chosen;</li> <li>how to create a melody which can be applied to lyrics;</li> <li>how to add appropriate chords to a melody and lyrics to create a successful song.</li> </ul>	<ul style="list-style-type: none"> <li>be able to compose a song which includes the features of a 'good' song;</li> <li>be able to work as part of a group to agree on a suitable topic and write lyrics;</li> <li>be able to compose a melody which fits with my lyrics;</li> <li>be able to apply chords to my song, either on keyboard or guitar.</li> </ul>
9 Pe	17	<ul style="list-style-type: none"> <li>how to develop and refine technique and ability in running, jumping and throwing through a variety of events;</li> <li>how to apply the correct technique to develop and improve my performance in individual events;</li> <li>how to observe own and peer performance in order to identify strengths and areas for improvements.</li> <li>how to develop fitness to improve performance in athletics.</li> </ul>	<ul style="list-style-type: none"> <li>be able to demonstrate a developed and refined technique and ability in running, jumping and throwing;</li> <li>be able to demonstrate how to apply improved technique to develop performance in individual events;</li> <li>be able to observe performance and discuss strengths and areas for improvement;</li> <li>be able to describe how to develop fitness to improve performance in athletics.</li> </ul>
9 RE	17	<ul style="list-style-type: none"> <li>about marriage and family and how attitudes have changed and why they have changed;</li> <li>about different Christian attitudes to sex outside of marriage;</li> <li>about issues in the sex education to be delivered.</li> </ul>	<ul style="list-style-type: none"> <li>understand different Christian attitudes to issues of marriage and family life.</li> </ul>
9 Science	17	What areas I need to develop in preparation for the end of key stage assessments.	<ul style="list-style-type: none"> <li>Understand which areas I need to develop the most;</li> <li>Plan revision strategies to help me develop these areas;</li> <li>Revise topics covered in the key stage;</li> <li>Practice investigational skills;</li> <li>Revise definitions of key terms for investigative skills assessments (ISA);</li> <li>Recap key skills required to carry out an ISA;</li> </ul>
9 DT Art	18	<ul style="list-style-type: none"> <li>to develop a range of art skills including research and observation skills;</li> <li>to develop an original design idea on paper into a 3</li> </ul>	<ul style="list-style-type: none"> <li>be able to draw a shoe from observation and develop this imaginatively in steps into a Surreal design and 3 dimensional clay model.</li> </ul>
9 DT Food	18	<ul style="list-style-type: none"> <li>To select and use an extended range of catering equipment safely and effectively;</li> <li>To develop a range of more advanced practical cooking skills;</li> <li>To understand the science behind cake, pastry and bread-making methods;</li> <li>To appreciate how food commodities are developed into recipes for menus.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use an extended range of cooking equipment safely and effectively;</li> <li>Be able to make range of more advanced recipes the cooking skills developed;</li> <li>Be able to explain the theory behind cake, pastry and bread making methods;</li> <li>Be able to select and explain reasons for a range of food commodities / ingredients to make successful recipes.</li> </ul>
9 Graphics	18	<ul style="list-style-type: none"> <li>to develop a range of art skills including research and observation skills;</li> <li>to develop an eye catching poster design using colour and simplified schematic drawing.</li> </ul>	<ul style="list-style-type: none"> <li>be able to draw animals using a construction system and then change these into simple graphic symbols;</li> <li>be able to combine these with colour to create a poster that communicates with others.</li> </ul>
9 DT Product Design	18	<ul style="list-style-type: none"> <li>to incorporate existing design styles into new products, e.g. Memphis, Piet Mondrian, Post to utilize design and development strategies to create an original product;</li> <li>be able to produce a high quality product that functions properly using tools and equipment;</li> <li>modernism, Mackintosh etc</li> </ul>	<ul style="list-style-type: none"> <li>be able to produce a high quality product that functions properly using tools and equipment.</li> </ul>
9 DT Textiles	18	<ul style="list-style-type: none"> <li>To research and disassemble a range of multi media cases;</li> <li>To use a range of textile techniques e.g. tie dye, quilting, patchwork, printing, transferring images onto fabric;</li> </ul>	<ul style="list-style-type: none"> <li>To attach a range of manufactured components to a product.</li> <li>By the end of this half term I will:</li> <li>Be able to design a product that has a range of textile techniques on it;</li> <li>Be able to confidently thread up and use a sewing machine;</li> <li>Be able to make a high quality multi media case for a specific client</li> </ul>
9 English	18		
9 History	18	<ul style="list-style-type: none"> <li>The East – West ideological gap</li> <li>The reasons behind US involvement in Vietnam</li> <li>The experiences of U.S. soldiers in Vietnam</li> <li>The tactics used by both the U.S. and Vietcong</li> <li>The effect of media coverage and peace protests</li> <li>The reasons why the US was forced to withdraw from Vietnam.</li> </ul>	<ul style="list-style-type: none"> <li>Identified the characteristics of a superpower and examined the differences between capitalism and communism.</li> <li>Examined the reasons why the USA went to war in Vietnam.</li> <li>Explored the experiences of U.S soldiers through analysis of sources.</li> <li>Identified and evaluated the tactics used by both the U.S and Vietcong.</li> </ul>
9 Geography	18	<ul style="list-style-type: none"> <li>To understand the importance of map skills</li> <li>To develop my knowledge of map symbols, direction and scale.</li> <li>To understand the effects human activity has on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Assessed the reasons why the USA withdrew their troops from Vietnam.</li> <li>Be able to use map skills to support Duke of Edinburgh expeditions</li> <li>Describe the location of global festivals</li> <li>Explain the impact that Glastonbury has on the environment.</li> </ul>
9 Maths	18	<ul style="list-style-type: none"> <li>to revisit topics in preparation for the forthcoming end of year assessments;</li> <li>how to use laws of powers and the inverse;</li> <li>how to justify my answers and begin to present a convincing proof;</li> <li>how to explain the stages of proofs of Pythagoras' theorem; and use it to solve more complex 3 D problems.</li> </ul>	<ul style="list-style-type: none"> <li>be able answer questions confidently on the end of year assessments;</li> <li>be able to use laws of powers and the inverse;</li> <li>be able to justify and reason my answers using algebra;</li> <li>be able to find missing angles and sides in shapes and apply this knowledge;</li> <li>be able to use and apply Pythagoras' Theorem</li> </ul>

9 MFL	<p>18 • How to use a variety of different tenses in my work.</p> <p>• How to consolidate my learning from this year by producing an All About Me project booklet.</p> <p>• Some practical 'holiday Spanish' to use when I visit Spain.</p>	<p>• Be able to talk about what I was like when I was little.</p> <p>• Be able to describe myself and my best friend.</p> <p>• Be able to talk about my hobbies using different tenses.</p> <p>• Be able to describe my house and home in the present tense and use the conditional tense to say where I would like to live.</p> <p>• Be able to describe my plans for the future.</p> <p>• Be able to book a hotel in Spain, ask for directions to places, order food in a restaurant and talk about my holiday plans.</p>
9 Music	<p>18 • how music relates to the World Cup;</p> <p>• what an anthem is and why we have them;</p> <p>• about the features of anthems, how to play and compose them.</p>	<p>• be able to play the English national anthem;</p> <p>• be able to compose a national or football anthem for a country of your choice.</p>
9 Pe	<p>18 • how to outwit opponents through cricket;</p> <p>• how to develop batting, fielding and bowling techniques in order to improve performance during the game;</p> <p>• how to select and apply appropriate skills, demonstrating correct technique, during the game;</p> <p>• how to apply tactics to the game to outwit opponents;</p> <p>• how to work as a coach to further develop understanding and improve individual and peer performance.</p> <p>• how to prepare for and recover from exercise.</p>	<p>• be able to use attacking and defensive principles through cricket;</p> <p>• be able to demonstrate a developed technique and ability in batting, fielding and bowling;</p> <p>• be able to demonstrate how to apply appropriate skills, with correct technique, to the game;</p> <p>• be able to use and apply relevant tactics to outwit opponents within the game;</p> <p>• be able to give constructive coaching points to peers to improve performance.</p>
9 RE	<p>18 • about marriage and family life.</p>	<p>• know the different attitudes amongst Christians to divorce, homosexuality, contraception and sex outside of marriage.</p>
9 Science	<p>18 The ways in which heat energy can transfer through solids, liquids and gases.</p> <p>How homes are designed to prevent heat loss in countries with a cool climate.</p> <p>How homes are designed to encourage heat loss in countries with a warm climate.</p>	<p>Complete my KS3 Assessment.</p> <p>Have completed AFL activities for the topic "Forces".</p> <p>Have recapped my knowledge on heat transfer.</p> <p>Have designed and made a model of an energy efficient home.</p>