



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Year 9 Overview
2022
**Hazel Wood
High School**



Art and Design			
Year 9	Term 1	Term 2	Term 3
Unit Title	Giant Food Sculptures	Repeat Pattern	Bury Flower Show/ Presentation Skills
Key Knowledge and Understanding That enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and can apply this to their own work:</p> <ul style="list-style-type: none"> • The artist Claus Oldenburg, and the importance of his supersized sculpture objects. • How to use mod rock, newspaper and acrylic paints. • How to produce their own giant sculpture piece based on Claus Oldenburg's work. • How to represent key features in original artwork. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and can apply this to their own work:</p> <ul style="list-style-type: none"> • How to design different types of patterns • How to create patterns influenced by other artists. • How to produce a pattern using geometric or organic shapes • How to transform newspaper headlines into patterns. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand following and can apply this to their own work:</p> <ul style="list-style-type: none"> • The importance of artists' research, primary and secondary research, development and refinement of final ideas. • Creative techniques, including textiles and print and structure, developing on previous knowledge of existing skills. • How to produce their own ideas, using a variety of materials and processes using other artists' techniques to inspire final outcome. • How to produce a series of experiments, including lino print, pop art and Batik. • How to refine these new skills to further support presentation skills and techniques.
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets.</p>		
Assessment	<p>Throughout these projects, and throughout the year, students will be given one-one or small group feedback during lessons that will support students to successfully move forward.</p> <p>Students will have skills feedback slips each half term (formative assessment). These will give students targets to develop their individual practical skills during that project, or when they use that skill again in a later project. This will ensure that teaching and feedback is bespoke to each of their development needs.</p> <p>When key pieces of work are completed at the end of each project/term, there will be a summative assessment following the format of subject specific 'RESPECT' feedback which links to KS4 assessment Objectives.</p> <p>Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>		



Computing and ICT						
Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Computing Systems	Digital graphics	Animation	Advanced Python 1	Advanced Python 2	Raspberry Programming
Key Knowledge and understanding that enables skill building.	By the end of this unit, we expect students will know and understand key features of folder structures, compressing work and how to use office 365 and system security. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them: <ul style="list-style-type: none"> Email organisation Email Compressing System security Malware, System security Bypass, Phishing threats. 	By the end of this unit, we expect students will know and understand key features of creating digital graphics, their properties and exporting files. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them: <ul style="list-style-type: none"> How to interpret and use a client brief. Pre-planning documents. Creating a Graphic File types and exporting graphic-graphical files types. How to carry out Evaluation 	By the end of this unit, we expect students will know and understand key features of creating digital animations, their properties and exporting files. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them: <ul style="list-style-type: none"> How to create an animation File types and exporting graphic. Animation/video file types. How to carry out Evaluation 	By the end of this unit, we expect students will know and understand key features of programming in Python language. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them: <ul style="list-style-type: none"> Programming: Decompose Pseudocode Abstraction Programming: lists slicing Programming: sorting lists Programming: adding to a list Programming: file handles 	By the end of this unit, we expect students will know and understand key features of programming in Python language. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them: <ul style="list-style-type: none"> How to create Lists. Programming: creating text files. Programming: using methods. Programming: creating CVS files. Programming: creating pickle files. 	By the end of this unit, we expect students will know and understand key features of programming code to control outputs in the real world, controlling LED lights and LCD's. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following and, where applicable, can use them: <ul style="list-style-type: none"> Controlling LED output using while loops Controlling LED using buttons using methods. Controlling LCD Controlling graphical user interface output Controlling LCD/RGB Controlling graphical user interface output.
Vocabulary	There is a full vocabulary bank associated with our teaching of these units. These can be found on students' books and in our detailed SOL. They are also on our subject TEAMs page.					
Assessment	Throughout these units, and throughout the year, students will be formatively assessed on their lessons to ensure that teaching is bespoke to each of their development needs. Once the unit of work is complete, it will be assessed using end of half term assessment criteria. These results will be reported to parents. All assessment results, plus formative assessment from practical lessons, help us to adapt our curriculum implementation to ensure that we support our students with their knowledge, understanding and ability to 'do'.					



English			
Year 9	Term 1	Term 2	Term 3
Unit Title	Power and Politics	Conflict	Love
	Big question: How do texts reflect world events and society?	Big Question: Is war necessary?	Big Question: Love is love?
Key Knowledge and understanding that enables skill building.	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • how to write for a particular purpose • how to analyse language • How to summarise and synthesise texts making clear comparisons. • How to identify key features of plot, context, theme and character <p>In order to do this, they will read:</p> <ul style="list-style-type: none"> • Animal Farm by George Orwell • Extracts from a variety of 19th and 21st century, non-fiction texts on a range of world events and issues including: <ul style="list-style-type: none"> • Human Rights/ Rights of a child • FGM • Child Soldiers • Inspirational Women • Social Media • BLM • Refugees/Asylum • Fair trade 	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to retrieve explicit and implicit information from the text, • How to analyse language and structure • How to evaluate texts. • How to identify different types of non-fiction texts • How to write for a variety of different purposes and audiences • How to identify key features of plot, context, theme and character <p>In order to do this, they will read:</p> <ul style="list-style-type: none"> • War of the worlds by HG Wells • Extracts from a variety of fiction and non-fictions texts including: <ul style="list-style-type: none"> • <i>Dulce et Decorum Est</i> by Wilfred Owen • <i>Private Peaceful</i> by Michael Morpurgo • <i>Who's for the Game</i> by Jessie Pope • Famous speeches from WW1 and WW2 	<p>Learning Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to write for a range of different purposes and audiences. • How to analyse language and form in detail • How to identify key features of plot, context, theme and character <p>In order to do this, they will read:</p> <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> by Shakespeare • Extracts from a variety of fiction and non-fictions texts including: <ul style="list-style-type: none"> • <i>The Penelopiad</i> by Margaret Atwood
<p>As part of our 'spiral curriculum' design, which means that students will revisit skills and knowledge from year 7 and 8 to ensure that it is practised repeatedly, so that it is better committed to memory throughout the year, we also repeat the following so that students know how, understand and are able to explore:</p> <ul style="list-style-type: none"> • Character analysis • Theme analysis • Analysing language and structure • A structure for analysing language that teaches students how to zoom in on impactful words (PEEZL) whilst they develop their independence to do this. • Context • Summarising and comparing • Information retrieval • Persuasive techniques • Shaping opinion • Counter arguments 			



	<p>In Year 9, students revisit grammar skills from Year 7 and Year 8 and are also taught how to identify and use the following aspects of grammar:</p> <ul style="list-style-type: none"> • Prepositions • Conjunctions and connectives • Finite and Non-finite verbs • Punctuation for effect • Prepositional phrases • Adverbial phrases • Moving clauses/phrases: Fronted adverbials etc. • Main verb • Spoken vs Written communication 					
<p>Vocabulary</p>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book. In this subject, students also utilise a personal vocabulary log where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms. Students practice using our tier two and three vocabulary in sentences and then in their work. Our texts regularly feature glossaries to support students in accessing them and so that they know how glossaries work.</p>					
<p>Assessment Overview</p>	<ul style="list-style-type: none"> • Throughout the year, students will be formatively assessed on their knowledge to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during lessons that help them to move on with success. • Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to their Literature texts. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons • In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. • At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content. • Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching. • At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents. <table border="1" data-bbox="282 1129 2179 1361"> <tr> <td data-bbox="282 1129 913 1361"> <p>Baseline Reading Assessment 1: <i>Animal Farm</i> using Old Major's speech and persuasive language techniques. 'How does...' style question. Baseline Writing Assessment 1: Write a speech in response to a statement. Summative Reading Assessment 1: <i>Animal Farm</i> and 'how does the writer use language?' style question. Summative Writing Assessment 1: Write a speech in response to a statement.</p> </td> <td data-bbox="913 1129 1545 1361"> <p>Baseline Reading Assessment 2: <i>War of the Worlds</i> analysing themes. Baseline Writing Assessment 2: Writing an article in response to a statement. Summative Reading Assessment 2: <i>War of the Worlds</i> evaluation style question, question on themes and character. Summative Writing Assessment 2: Write an article in response to a statement.</p> </td> <td data-bbox="1545 1129 2179 1361"> <p>Baseline Reading Assessment 3: <i>Romeo and Juliet</i>, how does the writer present a character? Baseline Writing Assessment 3: Write a letter in response to statement. Summative Reading Assessment 3: <i>Romeo and Juliet</i>, how does the writer present a character? Summative Writing Assessment 3: Write a letter in response to statement.</p> </td> </tr> </table>			<p>Baseline Reading Assessment 1: <i>Animal Farm</i> using Old Major's speech and persuasive language techniques. 'How does...' style question. Baseline Writing Assessment 1: Write a speech in response to a statement. Summative Reading Assessment 1: <i>Animal Farm</i> and 'how does the writer use language?' style question. Summative Writing Assessment 1: Write a speech in response to a statement.</p>	<p>Baseline Reading Assessment 2: <i>War of the Worlds</i> analysing themes. Baseline Writing Assessment 2: Writing an article in response to a statement. Summative Reading Assessment 2: <i>War of the Worlds</i> evaluation style question, question on themes and character. Summative Writing Assessment 2: Write an article in response to a statement.</p>	<p>Baseline Reading Assessment 3: <i>Romeo and Juliet</i>, how does the writer present a character? Baseline Writing Assessment 3: Write a letter in response to statement. Summative Reading Assessment 3: <i>Romeo and Juliet</i>, how does the writer present a character? Summative Writing Assessment 3: Write a letter in response to statement.</p>
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Geography						
Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Crime unit	Global Issues	Geography of sport	Geography of war	Geography of war	Topical project
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> The ranking of crimes and development of a danger scale. How to use crime mapping What the main strategies are to combat crime How crime technology is used and how it advances police investigations How to answer the question: Why wasn't Jack the Ripper caught? To know the impacts of the Heroin Trail How to answer the question: Where does piracy occur? How to locate the horn of Africa. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> The impact humans are having on Plastic Oceans – investigating the use of plastic. What the solutions are to using plastic. What is Climate Change? How Climate Change is affecting Bangladesh (Case Study) What a wilderness area is How to answer the question: What makes the Pantanal, South America special? 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> How to locate sports activities. How to map sport and its importance to geography. Globalisation in sport. The social, economic problems for a TNC and its benefits. How development affects sporting chances How sport can leave a legacy and impact urban regeneration. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> The differences between war and conflict. How to use a choropleth map and locate the modern wars. How HS2 would cause conflict in the UK. The key features of the war about water 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> What the causes of war are in the region in present day. How war impacts people and the economy What the issues of war are. Why refugees are in the UK. The issues in the local area. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> Climate change Causes and effects of climate change Houses of the future, based on evidence of climate change
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework. Most of the vocabulary for this unit can be found on related knowledge organisers and are planned to ensure that they feature on PowerPoints used for teaching and learning.					
Assessment	Throughout this unit, and throughout the year, students will be formatively assessed on their skills to ensure that teaching is planned to meet students' development needs. Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.					



History			
Year 9	Term 1	Term 2	Term 3
Unit Title	Impact of Industrialisation	Modern World	Post War Britain and the Wider world
Key Knowledge and Understanding that enables skill building	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> The key features of the Industrial Revolution and its impact on Britain and the wider world from 1750-1900. How to answer good enquiry questions- based on the changes that happened during the Industrial period to lives of ordinary workers. How to analyse whether change resulted in improvements or regression, and the extent that this was the same for everyone who experienced the change. The key facts relating to the growth of power and democracy. How to write a narrative on the significance of an event - based on the Peterloo Massacre. The key features of Industrial cities- based on a site study of Ancoats, Manchester. How to answer good enquiry questions by analysing the reasons why some women were given the vote in 1918. That causes can be prioritised and we should explain how and why some causes are more important than others. How to work out the message of a contemporary source by making inferences - based on the close-up of a historical map. How to build on our understanding of thematic studies – based on migration from the Roman Times to Modern Britain That different groups experience past events in different ways. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> The key features of Britain and the wider world from 1900 to the present day. How to analyse key historical events and the diverse impact on people’s lives- based on the First world War. The key features of democracies and dictatorships in the Twentieth Century- based on the Inter War period 1919-1939 How to analyse and evaluate interpretations by comparing them with our knowledge- based on Winston Churchill. How to analyse the significance of key events in the Second World War using a criterion – based on the turning points of the Second World War. That contemporary evidence is useful to us and, that even though it might be unreliable, it tells us about the time in which it was created and often it tells us about the views of the author- based on the close up of the Blitz and wartime propaganda. How to develop thinking in relation to the audience that sources have been created for and the purpose behind their creation. The key features of the Holocaust <p>That some contemporary sources might be more useful than others- based on the Holocaust.</p>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> How to develop skills when using a site study, analysing what they can tell us about the past- based on the York Cold War bunker. How to successfully answer good enquiry questions on causation - based on what helped the struggle for equal rights in Britain after 1960? That causes can be prioritised and we should explain how and why some causes are more important than others. That different reasons / causes link together. Significant aspects of the end of British Empire How to analyse the short and the long-term results of a historical event - based on the partitioning of India. How to analyse change and consider how people themselves at the time actually experienced change – based on conflict during the Modern World. The chronology of the Modern Period. How to pursue historically valid enquiries on a topic of their choice that they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
Vocabulary	All individual History lessons introduce key terminology at the very start, to ensure that students know key words and subject terminology; and parents will see some of these recorded in students’ books. We sometimes use the Frayer model. This model helps students to relate words to other vocabulary and to contextualise vocabulary. In		



	<p>addition to this, the key terminology for the course is recalled and retrieved as part of the fortnightly homework and there is a full subject glossary at the back of every students' book.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>
Assessment	<p>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to our taught curriculum. The Homework quizzes are self-marking and reveal answers to students, so that they can use them to help address misunderstanding or misconceptions. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that none of our students miss the building blocks that they need for success.</p> <p>Half way through each unit of work, students will be tested on the taught content so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</p> <p>This helps our students to continue to extend and deepen their knowledge and understanding by</p> <ul style="list-style-type: none">- Building a rich historical understanding of Britain and the wider world.- Building a big picture of how a variety of themes and concepts have changed over time.- Using a wide variety of sources to find out about the past.- Discern why contrasting arguments and interpretations of the past have been constructed and compare this against knowledge to evaluate how plausible it is- Use continue to develop deeper and complex understanding of historical concepts like: cause and consequence; change and continuity; diversity, significance.- Answer historical questions clearly with accuracy and relevance.- Back up their answers with a range of relevant and accurate historical knowledge and evidence.- Use historical terms accurately and with increasing sophistication.





Mathematics						
Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	<ul style="list-style-type: none"> - Straight Line Graphs - Forming & Solving Equations 	<ul style="list-style-type: none"> - Three Dimensional Shapes - Constructions & Congruency 	<ul style="list-style-type: none"> - Standard Index Form - Numbers - Using Percentages - Maths & Money 	<ul style="list-style-type: none"> - Maths & Money - Deduction - Line Symmetry & Reflection - Rotation & Translation 	<ul style="list-style-type: none"> - Rotation & Translation - Pythagoras' Theorem - Ratio & Scale - Multiplicative Change 	<ul style="list-style-type: none"> - Multiplicative Change - Enlargement & Similarity - Solving Ratio & Proportion Problems - Tables & Probability - Probability
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to recognise $y = mx + c$ as the general form of an equation of a straight line. • forming and solving equations and inequalities – extending current knowledge. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to study surface area, volume and plans and elevations. • How to formally look at a locus and the standard constructions using a straight edge and a pair of compasses. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to write numbers and use the four operations with standard form. • How to calculate reverse percentages with and without a calculator. • How to use number skills in a variety of financial contexts. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to practice number skills in a variety of financial contexts. • In-depth understanding of reflecting shapes. • How to look at rotational symmetry and rotation. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to revise squares and square roots, before moving on to investigate the relationship between the sides of a right-angled triangle. • The meaning of ratio and the various models that can be used to represent ratios • The link between ratio and scaling, including the idea of direct proportion 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Transformations, to include enlargements, learning the mathematical meaning of the word 'similar'. • How to solve all types of ratio problems and make the links with direct proportion and graphs. • Consolidation of ideas of probability, in particular sample spaces and the use of tables to represent these. • How to calculate the probability of single and combined events
Vocabulary	All lessons will introduce key terminology at the start of each step to ensure that students know key words and subject terminology. In addition to this, the key terminology is recalled and retrieved in lessons and assessments.					
Assessment	At the end of each unit, the students will complete an 'end of block' test. The pupils will record these scores in their books and teachers will use the results from assessments to identify any gaps in knowledge. This then informs our 'Do Now' tasks at the start of each lesson. At the end of each term, pupils will also complete an end of term assessment to check fluency and problem-solving skills that have been covered in the units. In lessons, low stake quizzes and the use of 'show call' help us to identify and address misconceptions and errors. Homework is set weekly and is based on the current learning, as well as some embedding of retrieval practice to help students to know and remember more.					



Music				
Year 9	Term 1 (half year rotation)		Term 2 (half year rotation)	
Unit Title	Soundtracks		Dance Music – Practical Skills and using a DAW	
Key Knowledge and understanding that enables skill building.	<p>This unit of work follows on from the Year 7 'elements of music' SOL and Year 8 'descriptive music' SOL. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students develop an understanding of how music supports and enhances the action on screen; and how film music themes developed from silent movies and became influenced by media/merchandise with the use of Film Theme tunes. After students learn how to play a range of film theme tunes, and analyse what makes them effective, students will compose their own piece of descriptive film music, learning how to manipulate their motif using a range of elements of music and musical techniques. Our Workbooks follow the same format as previous years with planned 'Do Now' activities, which introduce/recap key words as well as listening tasks. Students will learn and perform music using the keyboards and guitars. Their journey starts with simplistic 3/4 note ideas building towards more complex pieces which use chords, sequences and chromatic melodies (like Harry Potter). Students will peer and self-assess this work. When composing film music, students will be expected to expand on their musical vocabulary and not only compose motifs to describe various actions/feelings/characters, but also include more than one part, adding texture as well as using a range of musical devices.</p>		<p>This unit of work builds on students' ability to be creative. Taking skills learned on acoustic instrument (composing chords, ostinato, riff etc.) and recording these into a DAW (Digital Audio Workstation). Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students develop an understanding of how dance music across the decades uses patterns, beats and chord sequences, as well as structure to create music electronically. At first, students will learn and perform music using the keyboards and guitars to various dance music pieces. Like in Year 8, these will build from simple to more advanced in level. Once learned and assessed, students will then take their knowledge and work on computers. Students will be asked to find and include drumbeats and loop these and compose. They will know how to play and record chord sequences and melodic patterns over the top, using appropriate instrument sounds. For the first time, students will also be able to develop an understanding of texture and layer tracks together, aiming to combine loop/sample sounds with original composed ideas with a "pop structure" (intro, verse, chorus). When composing, students will be expected to expand on their musical understanding and record live sound mixed with looped/sample sounds.</p>	
Vocabulary	Tier 2 vocabulary are words that students will use which are common across subjects; words like compare and describe. Tier 3 vocabulary are words students will use which are subject specific. In our Music curriculum, we have established which words will be taught and when and we teach vocabulary as part of the Music discipline. Below are examples of the words that we teach in each unit.			
Vocabulary	<p>Tier 2 Vocab compare, describe, structure, assessment, composition, pattern, theme</p>	<p>Tier 3 Vocab Elements of music, musical techniques, chromatic, motif, chords, major, minor, discord, tab, fret, harmony, articulation, melody, beat, structure, rhythm, theme, sequence, melody,</p>	<p>Tier 2 Vocab compare, describe, structure, assessment, composition, pattern, theme, record</p>	<p>Tier 3 Vocab Elements of music, musical techniques, chromatics, motif, chords, major, minor, harmony, tab, fret, articulation, melody, beat, structure, rhythm, theme, sequence, melody, sample, loop, drum machine, synthesizer</p>
Assessment	<p>Students work is peer and self-assessed. When teachers feedback, it is using Ebi (Even better if) comments. These offer bespoke next steps so that students know how to improve. Built in to all lessons, we have mini performances to help develop confidence and share ideas to support others' learning. As well as listening tasks to help improve students' written communication. During lessons, students will be formatively assessed on the following:</p> <ul style="list-style-type: none"> • Listening skills • Performances of their work • Their use of key vocabulary 			



Hazel Wood
High School

- With Do Now tasks

Where there are misconceptions shown in any of these assessments, students will be retaught appropriately.

Students use their 'student feedback log' to record verbal feedback, which will support practical work. In these logs, they also self-assess, review and set SMART targets.

All of our Sequences of Learning result in a set assessment piece that allows students to demonstrate what they have learnt and what they are able to do. Homework is set on TEAMS using Microsoft Forms. Students will mainly be set multiple choice key word tests out of 10 and have at least one homework set for each half term.





Performing Arts				
Year 9	Carousel 1	Carousel 2	Carousel 3	Carousel 4
Unit Title	National Theatre	Murder Mystery	Detention Centre	War
Key Knowledge and Understanding that enables skill building	Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand: <ul style="list-style-type: none"> • What creative thinking skills are • What a story structure is • How to devise character and setting • How to devise and begin a story • How to devise the middle structure of a story • How to devise a climax • How to devise the end of a story The significance of staging During this term, we have a focus on developing our communication skills, so that students know and start to understand how to: <ul style="list-style-type: none"> • Enhance communication and negotiation skills, through group work and practical performance. 	Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand: <ul style="list-style-type: none"> • What genre is • What naturalistic and stylistic styles of drama are • What promenade is • What off script improvisation is • Who Stanislavski was and his impact on theatre • What emotional recall is • How to explore properties and collate and summarise. During this term, we have a focus on developing our communication skills, so that students know and start to understand how to: <ul style="list-style-type: none"> • Develop their technique and skills in characterization, developed through trialling new techniques and supporting each other with critique. 	Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand: <ul style="list-style-type: none"> • Devising with parameters: Timing. • Verbatim Theatre • Non-naturalistic Theatre. Students continue to develop their communication skills with structured talk in all of these areas.	Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand: <ul style="list-style-type: none"> • What conscription and conscious alley are and how to use these • What cross cutting is and how to use this. • How to thought track and compare. • How to explore emotions within a piece. • What flashback is and how to develop this. • The significance of the use of sound and how to apply this. During this term, we have a focus on developing our communication skills, so that students know and start to understand how to: Perform together and evaluate through exploring the creative techniques detailed above.
	Vocabulary	In Performing Arts, we have detailed all of the vocabulary that our students need for success and split the explicit teaching of these words across all of our units of work. The words are taught at the start of lessons so that students know them when we come to use them. The focus for every Sequence of Learning (SOL) is detailed below:		
	Stage, structure, movement, gait, production, improve.	Genre, mime, promenade, reality	Scavenger, properties, music, interview, spotlight, naturalistic.	Conscious, woman, stimulus, thought, emotion, performance.
Assessment	Throughout this unit, students will be assessed through peer/self-assessment and a mid-unit performance with set targets (formative assessment) to show understanding. They will also be assessed through a final performance with feedback at the end of the unit (summative assessment) Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.			



Physical and Sport Education						
Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Fitness testing Hockey (girls) Netball (girls) Rugby (boys)	Hockey (girls) Netball (girls) Basketball (boys)	Trampolining (girls) Table tennis (boys) Dance Fitness (girls) Dance (boy facilities dependent)	Trampolining* (girls) Dance Fitness (boys and girls) Table tennis (boys)	Rounders (girls) Cricket (boys)	Athletics (girls and boys)
Key Knowledge and Understanding that enables skill building	<p>By the end of this unit, we expect students will know and understand the basic skills in a range of sports, to be able to practice them in isolation and apply them to game situations. Students will also understand basic rules of each game, tactics and strategies, and be able to analysis their own and others' performances. Our medium-term plans have learning objectives that are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • The different initiatives of National Governing Bodies • The values of sport and links to player, officials and spectators. • The rules and techniques for each game • The tactics and strategies for each game • The importance and timing of Guidance and feedback • The advantages and disadvantages of taking drugs in Sport • The advantages and disadvantages of hosting the Olympics. <p>We also have learning objectives in our sequences of learning that enable the students to know and understand how to apply the following skills with increasing effectiveness. At this point in the curriculum, we are embedding these skills:</p>					
	<ul style="list-style-type: none"> • Dribble, passing and receiving. • Defending - tackling. • Attacking - short corners. • Defensive - short corners. • Formations and positions. • Game play and umpiring. 	<ul style="list-style-type: none"> • Fundamentals • Use of space - linking the court • Attacking principles • Defending principles • Centre pass -tactics • Game play - umpiring. 	<ul style="list-style-type: none"> • Safety, control, shapes and seat drops. • Swivel hips. • Front drops • Back drops. • Advanced moves - turn overs. • Performance analysis • Routines 	<ul style="list-style-type: none"> • Heart rates • Circuit training • Plyometric training • Continuous training • Weight training • Interval training • Boxercise. 	<ul style="list-style-type: none"> • Throwing, catching and fielding techniques. • Bowling development - donkey drop. • Batting development - direction and power. • Feilding roles. • Tactics and umpiring. • Performer analysis Leadership. 	<ul style="list-style-type: none"> • Throws - shot put • Throws - Javelin • Throws - discus • Jumps - High jump • Jumps - long jump • Running - short distance. • Running - medium/long distance.
Vocabulary	There is a full vocabulary bank associated with our teaching of these unit. These can be found on students' knowledge organisers and in our detailed SOL. They are also on our subject TEAMS page					
Assessment	Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. Students are given one-to-one or small group feedback during practical lessons that help them to move on with success. Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to the sports covered. The scores from the HomeWorks are recorded on TEAMS and in planners for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.					



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	In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.					
	Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)	Throughout this unit, students will be assessed on Application (skills and officiating) Application (Umpiring)	Throughout this unit, students will be assessed on Application (skills and officiating) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)	Throughout this unit, students will be assessed on Application (skills) Critical Thinking (Tactics and strategies)





PHSE						
Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Health and Wellbeing – Emotional and Mental Health	Relationships – Types and Influences.	Living in the Wider World - Careers	Health and Wellbeing Physical Health and its links to emotional and mental health.	Relationships – RSE	Living in the Wider World – Online Safety and Finance.
Key Knowledge and understanding that enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to have a positive attitude towards mental health. • How to recognise the signs of poor mental health and some strategies to overcome this. • How to challenge myths and stigma. • How to recognise unhealthy coping strategies (e.g. self-harm and eating disorders) and how to avoid/tackle them. • The help available and how to advise others. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to navigate group thinking and persuasion. • How to manage risk in relation to gangs. • How to manage peer pressure. • The legal and physical risks of carrying a knife. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to navigate their career path from KS3 onwards. • How to recognise their rights as an employee. • How to challenge stereotypical views, including how family or cultural expectations may limit aspirations. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • The impact of drug taking and how to manage situations involving drugs. • How to administer CPR and use a defibrillator. • How to respond in an emergency situation. • How to recognise, assess and manage risky situations. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to distinguish between the myths and misconceptions relating to consent • How to support others around consent, and how to seek and assertively communicate consent. • How to be aware of readiness for sexual activity; the choice to delay sexual activity; or enjoy intimacy without sexual activity. • How to recognise abusive relationships including grooming, harassment, exploitation and abuse. • How to manage requests or pressure to send a sexual image. • How to spot the signs and effects of all types of bullying, including online. • How the portrayal of relationships in the media and pornography might affect expectations. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to recognise and challenge risks online. • How to create a safe and positive internet profile. • How to recognise and challenge extreme views online. • How to challenge prejudice, stereotypes and discrimination. • An awareness of thinking about their future today.



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Vocabulary	All lessons, throughout the course, introduce key vocabulary at the start of the lesson to ensure that students know key words and subject terminology. In addition to this, the key vocabulary for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject, students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary using the Frayer Model, which allows students to match key words to their synonyms and antonyms and build their knowledge of language.
Assessment	<p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</p> <p>Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding have improved.</p> <p>Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, 'CFU' (Checking For Understanding) activities and reflective 'Do Now' and 'Finish Now' activities.</p>





Religious Education			
Year 9	Term 1 and 2	Term 3 and 4	Term 5 and 6
Unit Title	Religion & life-Abortion Religion & life- Euthanasia & IVF	Religion & life- Attitudes to the created world Religion & life- Death & the afterlife	Religion-Crime & punishment
<p>Key Knowledge and Understanding that leads to skill building</p>	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand:</p> <p>For the SOL, Religion and life and views about Abortion:</p> <ul style="list-style-type: none"> • What abortion is • How to debate the question: When does life begin? • How to make an informed choice • Arguments 'for' & 'against' abortion • The UK law on abortion • Religious views & teachings in relation to Christianity & Islam • How to evaluate the acceptability of abortion <p>For the SOL, Religion and Life: Euthanasia:</p> <ul style="list-style-type: none"> • The different forms of euthanasia • How to consider the acceptability of euthanasia, using case studies • What 'Dignitas' in Switzerland is and what it offers • What the arguments 'for' & 'against' euthanasia are. • How to offer an evaluation, including personal opinion • Whether or not IVF is suitable and ethical, when looked at through the eyes of religion and Science. <p>Throughout these SOLs, our Curriculum is also implemented so that students continue to develop their knowledge base so that they can discuss and debate; show empathy, reasoning</p>	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand:</p> <p>For the Religion and Life, Attitudes to the Created World unit:</p> <ul style="list-style-type: none"> • Different people's attitude to the created world • What environmental issues are and why these are significant • Religious teachings related to the environment • What Stewardship & dominion are and why these are significant to some religions • What animal rights are and the Human use and abuse of animals • How to take part in a debate about Vegetarianism & veganism <p>For the Death and the Afterlife unit:</p> <ul style="list-style-type: none"> • What the beliefs are related to the afterlife • What has been reported in relation to near death experiences • What the arguments are in support of, and against, an afterlife • Artistic representations of life after death and what these might suggest • Advantages and disadvantages of believing in a Heaven or Hell <p>Throughout these SOLs, our Curriculum is also implemented so that students continue to develop their knowledge base so that they can discuss and debate; show empathy, reasoning and evaluation. This term, we expect students can use the 'long PEEE' (Point, Evidence, Explain and Evaluate)</p>	<p>Learning objectives in our medium-term plans are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • The definition of crime and what crime is • Types of crime • Some of the root causes of crime • The definition of evil and what people describe evil to be • How to share and consider views about people who break the law • World-wide methods of punishment • What the aims of punishment are and what societies are trying to achieve • How criminals are treated and the ethics of this • What Capital punishment is • How to evaluate the acceptability of the death sentence, considering the sanctity of life • What forgiveness is and how to develop their own opinion on whether or not they can forgive. <p>Throughout these SOLs, our Curriculum is also implemented so that students continue to develop their knowledge base so that they can discuss and debate; show empathy, reasoning and evaluation. This term, we expect students can use the 'long PEEE' (Point, Evidence, Explain and Evaluate) technique and can rationalise their own personal opinion, when they are formulating opinions. We are now explicitly showing students</p>



	and evaluation. This term, we expect students can use the 'long PEEE' (Point, Evidence, Explain and Evaluate) technique and can rationalise their own personal opinion, when they are formulating opinions.	technique and can rationalise their own personal opinion, when they are formulating opinions. We are now explicitly showing students how to offer evidence and evaluation from the Sacred Writings.	how to offer evidence and evaluation from the Sacred Writings.
Vocabulary	The vocabulary for this unit is highlighted at the start of all of the PowerPoints used for teaching.		
	Examples of key terms include: Abortion, conception, Sanctity of life, Innocence, Pro-life, Pr0-choice, Euthanasia, IVF	Examples of key terms include: Stewardship, dominion, Heaven, Hell, Purgatory	Examples of key terms include: Deterrence, Retribution, Reform, Corporal & Capital punishment
Assessment	Throughout this unit, students will be assessed on the knowledge and understanding of these key beliefs. They should be able to explain how these beliefs INFLUENCE the behaviour and thinking of the believer. Assessments will include: Low-stakes quizzes in class and on-line completion of homework quizzes on TEAMS. The key skill of evaluation will be assessed in class and through summative assessment questions. Consideration will be made of all discussion/debating in class, when reporting to parents on students' progress in this curriculum.		





Science			
	Term 1	Term 2	Term 3
Unit Title	Big Idea 8: Organisms, Big Idea 5: Matter, Big Idea 1: Forces, Big Idea 9: Ecosystems, Big Idea 6: Reactions, Big Idea 4: Waves	Big Idea 10: Genes, Big Idea 7: Earth, Big Idea 3: Energy, Big Idea 2: Electromagnets	Biology B1 Cell structure and transport, B5 Communicable diseases, B6 Preventing and treating diseases, B7 Non- communicable diseases. Chemistry C1Atomic structure, C2 The periodic table, C7 Energy changes.
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • What the periodic table is and how it is arranged including examples of chemical reactions. • The importance of the processes of respiration • How changing the wavelength of different waves affects their properties and uses. • How to apply scientific knowledge to these contexts. • How to carry out safe practical work using new equipment including the building and operation electrical circuits safely. • How to represent chemical reactions in word and symbol equations. • How to conduct chemical reactions safely using knowledge of hazard symbols • How to use probability to predict the inherited characteristics of offspring. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • What electrical circuits are including how to measure current and how heat energy can be transferred. • How changes to DNA can lead to the evolution of species • How to make links between human activities and the reduction in biodiversity on the planet. • How to apply scientific knowledge to these contexts. • How to accurately use microscopes. • How to predict the impact of changes in populations of food webs. • How to calculate resultant force and energy efficiency using the correct units and converting values into the appropriate magnitude. 	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • The structure and function of plant and animal cells. • The transport of material in and out of a cell and give examples of where this takes place in the animal and plant cells. Students should be able to describe the prevention and treatment of diseases and the process used in drug development. • The simple structure of an atom as well as calculate the number of subatomic particles. • The reactivity of group 1,7 and 0 • Exothermic and endothermic reactions with examples. • How to develop Scientific thinking, in which students are able to understand scientific methods and processes; and how these develop over time. • How to use experimental skills, so that students can ask questions based on observations, make predictions using key vocabulary and knowledge learnt throughout the unit of study. • How to carry out investigations through a series of required practical's and make and record measurements and evaluate methods. • How to use analytical skills and strategies in which our students competently apply mathematical concepts and calculate results, present and interpret data using tables and graphs, draw conclusions and evaluate data. • How to use numeracy skills in which students calculate results and manipulate data using scientific formulae, SI units and chemical nomenclature where possible.



Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' book. In this subject, students also utilise a personal glossary where they are provided with tier 3 vocabulary and students record words that are new to them. Periodically, these glossaries are used by the teacher to test whether students have learnt and know new words.</p>
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills to ensure that teaching is bespoke to each of their development needs. They are given personalized feedback following homeworks and assessed practicals that helps them to move on with success. Students are expected to complete weekly Homework assessments online, that test their increasing knowledge base in relation to the Big Idea they are studying. The scores from the homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Homework review' tasks in subsequent lessons. In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. Baseline assessments are completed to assessed prior learning and identify areas for further exploration. Mid-point assessments are completed with a focus on writing like a scientist or reading like a scientist. An end of half term assessment is completed following the completion of Big Ideas to provide summative assessment of learning and provide students with bespoke feedback to provide next steps for progress.</p>





Spanish						
Year 9 Unit Title	Half Term 1 SOMOS ASÍ (We are who we are)	Half Term 2 ORIÉNTATE (Find you way)	Half Term 3 EN FORMA (In shape)	Half Term 4 JOVENES EN ACCIÓN (Youngsters in action)	Half Term 5 EL TURISMO EN ESPANA (Tourism in Spain)	Half Term 6 EL TURISMO EN LATINOAMÉRICA (Tourism in Latin America)
<p>Key Knowledge and understanding that enables skill building.</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to free time activities. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> • Likes and dislikes • What people do during their week • Cinema in Spain • (Spanish speaking film study) • Film types • Birthday celebrations • Latin American festival `El Eisteddfod del Chubot` <p>We also have a grammar focus in this unit, so students can identify and use:</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to jobs and future plans. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> • Jobs in Spanish • Job responsibilities • Opinions on jobs • Work experience opportunities • The role of `MSF` • Child world labour • Unemployment in Spain • What a `nini` is • Reasons to emigrate • Future plans <p>We also have a grammar focus in this</p>	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to healthy living. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> • Healthy eating • Mediterranean diet • Eating preferences • Eating disorders • Childhood obesity • Staying in shape • Daily routine • Explaining what is wrong <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> • Direct object pronouns • Verbs of opinion followed by the definite article 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to social issues and the environment. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> • Protecting the environment • Impact of not recycling • Recycling correctly • Fair trade • Children`s rights • Travel types to school • Telesecundaria education • Comparing towns in the past with towns now <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> • Se debería + infinitive 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to tourism in Spain. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> • Beginnings of Spanish tourism • Impact of tourism on Spain • Meeting the Spanish family • Madrid the capital • Visiting Oviedo • South American holiday <p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> • Tener / Querer (present) • This / these (m/f) • Ser (imperfect) • Se puede + infinitive • Superlative 	<p>By the end of this unit, we expect students will know and understand key vocabulary, grammar and cultural knowledge related to Latin American themes. Lesson Objectives are sequenced to ensure that students know, understand, and can pronounce:</p> <ul style="list-style-type: none"> • City of Madrid • Holiday shopping (souvenirs) • Activities to do in Madrid • Effects of Spanish tourism • Advice before travelling • Barcelona – what there is to see and do • Tourist problems in Barcelona • Most visited countries in South America • Tourism in Pamplona • The film `El sueño de oro`



	<ul style="list-style-type: none"> • Verbs of opinion + infinitive • Using definitive article with opinions • Irregular and regular verbs in the Present tense • Near future tense 	<p>unit, so students can identify and use:</p> <ul style="list-style-type: none"> • Tener que + infinitive • When `a` follows the conjugated verb • Ser (present) • Me gustaría + infinitive • Poder (present) • Near future tense 	<ul style="list-style-type: none"> • Ser (present) • Para + infinitive • Hace + time period • Ser (imperfect) • Poder + infinitive • Tener que + infinitive • Stem changing verbs (jugar) • Reflexive verbs • Me duele • Se debe • Después de + infinitive 	<ul style="list-style-type: none"> • Reciclar (present) • Poder + infinitive (present) • Near Future tense • Present continuous tense • Ir (present) • Comparatives (más ..que) • Ser (imperfect) 	<ul style="list-style-type: none"> • Tener hambre / sed (present) 	<p>We also have a grammar focus in this unit, so students can identify and use:</p> <ul style="list-style-type: none"> • Present tense • Near future tense • Pure future tense • Conditional tense
<p>Vocabulary</p>	<p>There is a full vocabulary bank associated with our teaching of each unit. These are stuck into students' class workbooks. We embed the skill of recall and retention of vocabulary through our homework strategy of Look, Cover, Write, Check tasks; and the use Microsoft Teams quizzes and activities.</p>					
<p>Assessment</p>	<ul style="list-style-type: none"> • During lessons throughout the year, students will be formatively assessed on their listening, speaking, reading and writing skills to ensure that teaching is bespoke to each of their development needs. They are given feedback during lessons that help them to move on with success. • Students are expected to complete regular Homework assessments online, that test their increasing knowledge base in relation to key vocabulary and grammar points. The scores from the Homeworks are recorded in books for parents to see and, where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons. • In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points. • At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving onto new content. This means that we plan so that none of our students miss the building blocks that they need for success. • Half way through each unit of work, students will be tested on the taught content, so that we can help them to retrieve key learning points and for us to check how much of the taught curriculum is being committed to memory. This assessment also helps us to identify areas of potential misconception so that we can address these in teaching. <p>At the end of every unit of work, students will be tested on how much of the curriculum they can recall and use. We are able to identify from these assessments whether students are on track and this is how we report to parents.</p>					





Technology			
Year 9	Students study this unit on a rotation so will either be in Food Technology, Design Technology or Textiles at different points in the year		
Unit Title	Food Technology Food laws and Legislations	Design Technology Mood light	Textiles Printed pencil case
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>By the end of this unit, we expect pupils will know how and why food laws and legislations are in place to protect the customer and consumer.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to understand the information on food labelling • How to avoid food poisoning • How to identify food related illnesses and possible causes. • How food safety legislation can support us and the consumer. • The role of the environmental health officer and how they can protect us from food contamination. <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following dishes:</p> <ul style="list-style-type: none"> • Zinger fake away • Chicken chow mein • Bolognese • Enriched bread dough 	<p>By the end of this unit, we expect pupils to know and understand the elements of safety that are required to work purposefully and safely in a workshop, so that they can put this into practice. Understand types of materials and build a bank of skills.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • Health and safety within a workshop. • How to design a light, specific to a brief • How to design, using 2D design software. • How to recall a variety of wood joints and their uses. • How to produce a wooden base suitable for a light. • How to put into practice the basic principles needed to making a circuit. 	<p>By the end of this unit, we expect pupils to know and understand types of materials use in Textiles and that they will build a bank of basic making skills.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> • How to design a repeat pattern to a specific theme. • How to produce a repeat lino printed fabric design • Different stitches and their uses • How to use a variety of stitches for the appropriate uses • How to thread and use a sewing machine • How to mark and cut a pattern • How to attach a zip • How to construct a functional pencil case.



	<ul style="list-style-type: none">• Cheese and onion pie• Apple crumble muffins		
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.		
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p> <p>Students will take a test at the end of each unit to track their success and progress.</p> <p>Students will also participate in a series of practical lessons which will be assessed for skills.</p> <p>In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework.</p> <p>The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>		





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