

ARMTHORPE ACADEMY

LONG-TERM PLAN SUMMER TERM



Y9	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary	
English					
Spring 2 and Summer 1	<p>Romeo and Juliet A romantic tragedy by William Shakespeare. <i>Understanding of the plot and the characters, and embedding language skills so that students can apply these independently to less familiar scenes.</i></p>	<p>Formative Reading Assessment: An extract question. To be selected based on student need. Summative Reading Assessment: A contrasting extract question. To be selected based on student need.</p>	<p>Students will have an understanding of the Shakespearean context and structure from studying <i>The Tempest</i> in Year 7 and <i>Macbeth</i> in Year 8. Whereas previously, analysis has been teacher-led and focused on selected key scenes, now students are expected to apply these skills independently to any selected scene from the play. Students must have strong knowledge of the entire play in order to make links within and between scenes and be able to put the extract into context / specify its significance. Links to careers: Actor, director, scriptwriter, further academic study through extended essay writing,</p>	<p>Advisory Sage Bawdy Ribald Predetermined Masculinity Conciliatory Performative Obedient Virtuous Chastity Mercurial Temperamental</p>	<p>Act Scene Conflict Extract Synopsis Foil Juxtaposition Antithesis Petrarchan Comic relief</p>
Summer 2	<p>Conflict and Reflection As Imperceptibly as Grief – Emily Dickinson Afternoons – Phillip Larkin The Prelude – William Wordsworth Cozy Apologia – Rita Dove A Wife in London – Thomas Hardy The Soldier – Rupert Brooke Mametz Wood – Owen Sheers Dulce et Decorum Est – Wilfred Owen The Manhunt – Simon Armitage</p>	<p>Formative Reading Assessment: Single poem analysis. Poem to be selected based on content that students have found most challenging. Summative Reading Assessment: Comparison analysis. Poems to be selected based on student need.</p>	<p>In Y8 students have had an introduction to war poetry themes and poetry analysis (similes, metaphors, personification, onomatopoeia, alliteration). Now they will look at a more sophisticated repertoire of techniques and context and structure (volts, irony, anaphora, syntactic parallelism, tone). Links to careers: further academic study through extended essay writing, teacher, transferable skills through analysis, comparison, understanding perspectives and humanity.</p>	<p>Imperceptible Perfidy Response Repertoire Foetus Intimate Ardent Sarcasm</p>	<p>Volta Irony Syntactic parallelism Tone Prelude Meter Iambic Pentameter</p>

French				
Summer 1	A l'horizon - being able to discuss future plans (job and ambition) being able to understand the power of studying languages for your future	Vocabulary test Homework End of unit test : Speaking	Consolidation of future tense Importance of languages in the world GCSE topic	<i>Tier 2:</i> Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, <i>analyse, predict, penpal</i>
Summer 2	Moi dans le monde - being able to explain what you are allowed to do or not in our society - Being able to analyse my place in the world	Vocabulary test Homework	Awareness of their place in society. Cf. PHSE GCSE topic	<i>Tiers 3:</i> Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier, <i>conjugate, time phrase, sequencers, past tense, future tense, conditional, infinitive, pronoun, 1st person, 2nd person, 3rd person,</i> <i>French specific vocabulary – see folder</i>
Geography				
Summer 1	Desertification Desertification <ul style="list-style-type: none"> • Causes of desertification • The impact of people living in desert areas • Goat Aid • Appropriate technology • Planting Pits • Stone walls • Great Green Wall 	Why is Abdul building small walls? Students have to use prior knowledge to decide why Abdul needs to build stone walls in a desert area Low stakes testing-Key word definitions test weekly	Physical Geography-locational knowledge of where deserts are formed and how human and physical processes interact to influence, and change landscapes and environments (links to KS4 desertification topic) Careers <ul style="list-style-type: none"> • Environmental consultant • Environmental planner 	
Summer 2	Project Geography			

History				
Summer 1	<i>Crisis in the desert:</i> Foreign policy in the Middle East 1914-2010	<ul style="list-style-type: none"> ➤ Two assessment questions per term (One practice assessment and one formal) ➤ Regular key word tests throughout the module 	The final small scale study of KS3 will focus on foreign policy of the Western powers towards Middle Eastern nations in the 20th Century. Starting with the carving up of Mesopotamia during WW1 and ending with the Arab spring of 2010, students will gain an understanding of why conflict still rages in the Middle East and why Western powers are somewhat responsible for it.	Foreign policy Middle East Mesopotamia The Entente Iraq Iran Israel Egypt North Africa Suez Arab Spring
Summer 2	Historical Research	Independent research project: portfolio of research and long essay.	The year 9 skills module is unique in concept and method. Students will have the half term to research, develop and present a research piece on any aspect of history of their choosing.	Source (primary and secondary) Interpretation Analysis Assess Describe Explain Evidence Inference Change and continuity Cause consequence
Computing				
Summer 1	Python programming <ul style="list-style-type: none"> • Iteration (For loops) • Iteration (While loops) • String manipulation 	Series of mini programming challenges to reinforce programming techniques. Mini quizzes/gapped handouts to help remember technical terminology for programming techniques.	Linked to Autumn 1 – introduce final programming concept, iteration.	<ul style="list-style-type: none"> • Iteration • Count controlled loops • Condition controlled loops • Arrays (lists) • index
Summer 2	Introduction to database <ul style="list-style-type: none"> • What is a database? • SQL 	SQL assessment. End of year topic test.	To gain knowledge of database software.	<ul style="list-style-type: none"> • Flatfile database • Relational database • Table • Record • Field

				<ul style="list-style-type: none"> • Query / Queries • Criteria • Relationships
Art & Design				
Summer 1				•
Summer 2				•
Hospitality & Catering				
Summer 1	Half term project 'Risk of Food Poisoning'. Students will need to research the different food poisons	This project involves writing a report after researching different food poisoning and the causes and symptoms.	Students need to understand the risk of food poisoning and how this could affect food businesses and the role of the EHO.	Environmental health, business, risk, contamination
Summer 2	Half term project 'Job Roles in the H&C Industry'. Students will research the different job roles in the H&C industry and what skills are required.	The project involves writing a report after research the different job roles in the H&C industry.	Student will gain an insight into the various job roles within the H&C, and skills and attributes are required within the industry.	Attributes, skills, confidence, effective, efficient, organised, leadership.
PSHE				
Summer 1	<p>Taking responsibility for my own health:</p> <ol style="list-style-type: none"> 1. (H11) The causes and triggers for unhealthy coping strategies such as self-harm and eating disorders. 2. (H12) How to recognise when they or others need help with their mental health and wellbeing. 3. (H14) The benefits of physical activity and exercise for physical and mental health. 4. (H15) The importance of sleep and strategies to maintain good quality sleep. 5. (H16) To recognise and manage what influences their choices about physical activity. 6. (H19) The importance of taking increased responsibility for their own physical health including dental 	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Students need to be taught about healthy coping strategies for stress and anxiety as, across the UK, there has been an increase in students suffering with mental illnesses from a younger age. Students may also start to develop unhealthy coping strategies due to the up and coming exam stress along with friendship issues and pressures from the media. As students are reaching maturity, they also need to be taking more responsibility over their health and wellbeing and therefore taught about dental check-ups, sun safety, self-examination and vaccinations.	<p>Self harm</p> <p>Bulimia</p> <p>Anorexia</p> <p>Self-examination</p> <p>HPV</p> <p>Meningitis</p> <p>3 in 1 booster</p>

	check-ups, sun safety and self-examination, including testicular; the purpose of vaccinations offered during adolescence for individuals and society.			
Summer 2	<p>Being a responsible adult:</p> <ol style="list-style-type: none"> 1. (R6) Understanding that marriage is a legal, social and emotional commitment that should be entered into freely and never force upon somebody through threat or coercion. 2. (R8) Understanding that portrayal of sex in the media and social media can affect people's expectations of relationships and sex. 3. (R8) Understanding that portrayal of sex in pornography can affect people's expectations of relationships and sex. 4. (R10) The importance of trust in relationships and the behaviours that can undermine or build trust. 5. (R11) To evaluate expectations about gender roles within romantic relationships. 6. (R11) To evaluate expectations about positive behaviour and intimacy within romantic relationships. 	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	<p>Students are now becoming young adults and therefore should be made aware of things they may experience, romantically and legally, during the latter years of school and afterwards.</p> <p>Students, especially boys, have already started watching pornography and therefore get a warped sense of what sex should be like, putting pressure on their partner.</p>	<p>Pornography Same sex marriage Expectations Gender roles</p>
Science – see below				
Maths – see below				

Science		
	EOT Title	Careers Link
Summer 1	Bonding / Infection	Medical/research – Diseases, spread of disease, vaccinations, drugs
	Organisation / Electricity	Electrician – circuits, mains electricity, National Grid, Homemaker – calculating the cost of electrical use in the home
Summer 2	Infection	Medical/research – Diseases, spread of disease, vaccinations, drugs
	Electricity	Electrician – circuits, mains electricity, National Grid, Homemaker – calculating the cost of electrical use in the home

Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
HT5	HT5 Retrieval Starters	9.19	Properties of shapes	Work with coordinates in all four quadrants, Reflection and/or rotation symmetries, Notation, Types of triangles, Use the standard conventions for labelling and referring to the sides and angles of triangles, Derive and use the sum of angles in a triangle, Types of quadrilaterals	<i>Coordinate, Quadrant, Reflection, Rotation, Symmetry, Derive, Angle, Quadrilateral</i>
	HT5 Fluency Quizzes	9.20	Angle facts	Estimate size of angles and measure angles using a protractor, Angles at a point, on a straight line, vertically opposite angles, angles in a triangle, Measure line segments and angles in geometric figures, Interior and exterior angles, angle sums, Understand a proof that the exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices, Explain why some polygons fit together and others do not	<i>Protractor, Angle, Degrees, Vertically opposite, Acute, Obtuse, Reflex, Line segment, Interior, Exterior, Vertices, Vertex, Polygon</i>
	HT5 Hegarty Maths Clips	9.21	Parallel lines	Alternate and corresponding angles on parallel lines, Solve missing angle problems, giving reasons for answers, Apply properties of angles in parallel lines to an algebraic context	<i>Parallel, Alternate, Corresponding</i>
		9.22	Circles	Circle definitions, Use Circumference of a circle and area of a circle, Arc lengths, angles and areas of sectors of circles, Calculate exactly with multiples of π , Use rearranging to calculate missing lengths given the area or circumference	<i>Circumference, Area, Pi, Arc, Sector, Segment, Radius, Diameter</i>
		9.23	Volume & Surface Area	Volume of cuboids and other right prisms (including cylinders), Estimate surface areas by rounding measurements to 1 significant figure, Sketch nets of cuboids and prisms, Surface area and volume of spheres, pyramids, cones and composite solids (hemispheres, frustums), Convert between metric volume measures, Convert between metric measures of volume and capacity	<i>Volume, Length, Width, Depth, Height, Prism, Surface area, Net, Dimensions, Solids, Capacity</i>
HT6	HT6 Retrieval Starters	9.24	Sequences	Find the nth term of a linear sequence. Triangular, square and cube numbers. Use the nth term of an arithmetic sequence. Fibonacci sequences, quadratic sequences, and simple geometric progressions. Continue a geometric progression and find the term-to-term rule. Continue a quadratic sequence and use the nth term to generate terms. Find the nth term of quadratic sequences. Use finite/infinite and ascending/descending to describe sequences. Recognise and use simple geometric progressions	<i>Linear Sequence, Pattern, Term, Triangular number, nth term, arithmetic sequence, Fibonacci sequence, Quadratic,</i>

					<i>Geometric, Finite, Infinite</i>
	HT6 Fluency Quizzes	9.25	Basic vectors	Describe translations as 2D vectors. Translate a given shape by a vector. Addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors. Be able to represent information graphically given column vectors. Identify two column vectors which are parallel	<i>Vector, Translation, Column vector, 2 dimensional, Scalar, multiple</i>
	HT6 Hegarty Maths Clips				

