

# ARMTHORPE ACADEMY

## LONG-TERM PLAN AUTUMN 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	
<b>English</b>					
<b>Autumn 1</b>	<b>Having A Voice</b> Speaking and Listening. Writing a Speech. <i>Structuring a cohesive and persuasive argument, discussing topical issues, building group and individual speaking and listening skills.</i>	<b>Summative Writing</b> <b>Assessment:</b> Pupils to write the first draft of a persuasive speech.	We teach this unit as the two previous units have had a literature focus so this scheme enables students to refresh their writing and speaking and listening skills (Y7 had been given a set topic for their speech on animals in captivity, in Y9 they will have the opportunity to pursue a topic of their own interest. SMSC and oracy through topical issues met the NC requirements. <b>Links to careers:</b> public speaking skills, social and communication skills, the ability to influence others.	Opposing Supporting Loss Grief Isolation Climate change Catastrophe Conscious Paternal Maternal Influencer Self-awareness	Fact Opinion Rhetorical question Rhetoric Statistics Rule of three Superlative Hyperbole Format
<b>Autumn 2</b>	<b>The Craft of Writing</b> Narrative and descriptive fiction writing. <i>Using a variety of sensory stimuli to inspire creativity, trialling narrative structures, finding their style and writing for pleasure, use of language for meaning, redrafting and rewriting, narrative perspective.</i>	<b>Summative Writing</b> <b>Assessment:</b> Pupils to write a 500-word narrative on a topic of their choice, using a stimulus of their choice.	This unit brings together and develops the descriptive creative writing pupils have done in Y7 (TMWTYF) and the narrative in Y8 (Gothic). However, in Y8 slow writing skills were embedded so now in Y9 pupils will have the flexibility to trial their own styles of writing and on topics of their preference. SMSC addressed through writing as catharsis. Will develop pupil confidence in writing their own fiction, which they will do in Y11 as part of the GCSE. <b>Links to careers:</b> novelist, developing creativity and self-confidence.	Trial Auditory Visual Momentum Engagement	Alliteration Metaphorical Adjective Pathetic Fallacy Stimuli Catharsis Resolution

French				
Autumn 1	<b>Chez moi, chez toi ( At mine, at yours)</b> -Being able to describe where you live with more details (house, city) -Being able to say what you eat during the day	<b>Vocabulary test</b> <b>Homework</b> <b>End of unit test : Speaking</b> <b>End of unit test : Reading</b>	Consolidation on food and description of daily life More advanced structures are introduced GCSE Topic	<b>Tier 2:</b> <i>Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal</i>  <b>Tiers 3:</b> <i>Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier, conjugate, time phrase, sequencers, past tense, future tense, conditional, infinitive, pronoun, 1<sup>st</sup> person, 2<sup>nd</sup> person, 3<sup>rd</sup> person,</i>  <b>French specific vocabulary – see folder</b>
Autumn 2	<b>Quel talent? (Which skills?)</b> -Being able to use modal verbs to talks about your skills -Being able to describe people using a wide range of adjectives	<b>Vocabulary test</b> <b>Homework</b> <b>End of unit test : writing</b> <b>End of unit test : Listening</b>	Consolidate and develop description skill GCSE topic	
Geography				
Autumn 1	<b>It's a Bargain</b> <ul style="list-style-type: none"> <li>Equality and inequality</li> <li>Rich and poor areas</li> <li>Sweat shops</li> <li>Omar football</li> <li>Delhi factory collapse</li> <li>Fair trade</li> <li>International Development Aid</li> </ul>	<b>Why is Omar stitching footballs?</b> Decision making Exercise- Students need to use prior knowledge to determine why Omar has to stich footballs instead of being able to go to school  Low stakes testing-Key word definitions test weekly	Human Geography-the global impact of economic activity in low income countries (LIC's) can impact the development compared with high income countries (HIC's) (Links to KS4 Development Issues) <b>Careers</b> <ul style="list-style-type: none"> <li>Aid development worker</li> <li>Human Rights worker</li> </ul>	Brandt Line equality Inequality equality LIC HIC NIC Northern/southern hemisphere Sweat shops Uneven development Fair Trade Exploitation poverty Globalisation Transnational Corporations Development Aid
Autumn 2	<b>Hidden Places</b> Ecosystems Tropical Rainforests	<b>Who killed Chico Mendez?</b> Decision making exercise using evidence of suspects who wanted to kill Chico due	Human and physical Geography-how humans are impacting the environment through the deforestation of the tropical	Ecosystem biome Tundra temperate grassland Deciduous forest Savanna Rainforest habitat

		to their exploitation of the rainforest  Low stakes testing-Key word definitions test weekly	rainforest and what effect this is having on a global scale (Links to KS4 Rainforest topic)  <b>Careers</b> <ul style="list-style-type: none"> <li>• Conservation officer</li> <li>• Environmental Management</li> <li>• Teacher</li> </ul>	Adaptation emergent trees Canopy buttress roots sustainability Lianas logging Deforestation cattle ranching Hydroelectricity exploitation
<b>History</b>				
<b>Autumn 1</b>	WW1/WW2	<ul style="list-style-type: none"> <li>➤ Two assessment questions per term (One practice assessment and one formal)</li> <li>➤ Regular key word tests throughout the module</li> </ul>	Students will start the year 9 curriculum with a small, detailed study of the First and Second World Wars. Students will study content from a British perspective from 1914-1945. (Will continue into Autumn 2 for 2-3 weeks)	Remembrance Trench warfare Attrition Ypres The Somme Trench foot Communism Fascism Blitzkrieg
<b>Autumn 2</b>	WW2/  <i>Sleeping Giant: Russia 1682-1991</i>	<ul style="list-style-type: none"> <li>➤ Two assessment questions per term (One practice assessment and one formal)</li> <li>➤ Regular key word tests throughout the module</li> </ul>	This will be the broad, chronological module of the year 9 curriculum. Students will gain an understanding of how Russia started as a nation largely comprised of serfs and became a Communist superpower. Students will learn about Peter the Great, Catherine the Great, the Russian Revolution, the rise of the Soviet Union and the collapse of Soviet Communism.	Peter the Great Catherine the Great Vladimir Lenin Joseph Stalin Nikita Khrushchev The Cold War Communism Serfs Superpower Cold War Atomic bomb Berlin Blockade

<b>Computing</b>				
<b>Autumn 1</b>	Folders & File Management  Python programming <ul style="list-style-type: none"> <li>• Outputs/maths/strings</li> <li>• Variables / constants</li> <li>• Variables / data types</li> <li>• Sequence / selection</li> </ul>	Series of mini programming challenges to reinforce programming techniques.  Mini quizzes to help remember technical terminology for programming techniques.	Linked to introduction to Python in year 8 Spring 2. Develop further programming skills and students given the opportunity to problem solve independently to complete a range of challenges that	
<b>Autumn 2</b>	What is hardware? <ul style="list-style-type: none"> <li>• Computer systems / embedded systems</li> <li>• CPU</li> <li>• Memory</li> <li>• Storage</li> </ul> What is software? <ul style="list-style-type: none"> <li>• Systems software</li> <li>• Utility software</li> <li>• Application software</li> </ul>	End of topic test –to include GCSE questions related to Exam 1 – Computer systems.	Linked to year 7 introduction to Hardware. Further develop understanding of how computer hardware components work and communicate with each other.	<ul style="list-style-type: none"> <li>• Main memory</li> <li>• Central Processing Unit (CPU)</li> <li>• Random Access Memory (RAM) – Primary memory</li> <li>• Read Only Memory (ROM) – primary memory</li> <li>• Virtual Memory</li> <li>• Volatile / non volatile</li> <li>• Secondary storage/memory - Hard disk drive; pen drive; CD/DVD; external hard drive.</li> </ul>
<b>Art &amp; Design</b>				
<b>Autumn 1</b>	<b>REFLECTIONS</b>	Formative assessment approaches:	<ul style="list-style-type: none"> <li>• To offer students a new outlook through artmaking – looking how reflective surfaces alter and complicate the outcome.</li> <li>• To further enhance observational drawing skills,</li> <li>• To embed colour theory, blending and application of tonal range.</li> <li>• To expose and understanding of making art from unusual sources.</li> </ul>	Reflection Refraction Distortion Scale Proportion Alter Perspective Elongate Gradient Tone Warped Transparent Form Shape Line
	<ul style="list-style-type: none"> <li>• Students to produce a series of observational drawings in pencil and white pencil and painting studies of reflective and transparent sources.</li> <li>• Still life's of spoons, tins and glassware to be used as source.</li> <li>• Students to engage in how a subject has been distorted through reflection, refraction and altered by its surface.</li> <li>• Produce artist research on MC Escher</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective comments written by students in sketchbooks after every new skill learnt.</li> <li>• Teacher and student comments on how to improve skills, knowledge and techniques when revisited.</li> <li>• Teacher verbal feedback.</li> <li>• Questioning –throughout lesson and project: retrieval of knowledge,</li> </ul>		

		<p>revisiting skill, identifying misconceptions. Questioning achieved by no-hands up.</p> <ul style="list-style-type: none"> <li>• Peer/self-assessment.</li> <li>• Group assessments.</li> <li>• Teacher demonstrations of techniques at the beginning of new skill taught.</li> <li>• Teacher and students Wagolls/Misconceptions shared by students.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce GCSE projects, understanding and preparation.</li> </ul>	<p>Tone Ink Mark - making Precise</p>
<p><b>Autumn 2</b></p>	<p><b>FASHION</b></p> <ul style="list-style-type: none"> <li>• Students to produce artist research on Kasiq Jungwoo</li> <li>• Students to produce replicas of logos and typefaces.</li> <li>• To produce observational paintings, drawings and collages.</li> <li>• To assess identity and self-image</li> </ul>	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> <li>• Reflective comments written by students in sketchbooks after every new skill learnt.</li> <li>• Teacher and student comments on how to improve skills, knowledge and techniques when revisited.</li> <li>• Teacher verbal feedback.</li> <li>• Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up.</li> <li>• Peer/self-assessment.</li> <li>• Group assessments.</li> <li>• Teacher demonstrations of techniques at the beginning of new skill taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the concept that art making is idea based – project focusing on self-image and identity.</li> <li>• Revisiting Typography project and further develop skills in this area.</li> <li>• Students should now be ready for a challenge to engage in imagery that is more complex.</li> </ul> <p>Career links: Fashion designer, Graphic Designer, Fine Artist.</p>	<p>Branding Logos Advertising Identity Self – image Illustration Typography Fashion Form Shape Line Tone Ink Mark - making Precise</p>

		<ul style="list-style-type: none"> <li>Teacher and students Wagolls/Misconceptions shared by students.</li> </ul>		
<b>Hospitality &amp; Catering</b>				
<b>Autumn 1</b>	Half term project 'Food around the World' Research different cultures and religions with regards to food. Research provenance of food and dishes and where they come from.	This is project in an assessment, this involved a written report, using research skills. Also through practical assessment.	As we live in a multicultural society it is important to understand the different culture around food. Understanding where certain foods come from and the environmental impact of food miles.	Society, culture, provenance, impact, religion, country.
<b>Autumn 2</b>	Half term project 'Sweet Success'. Research different categories of desserts, such as cold desserts, cakes and pastries. Investigate different method of cooking dessert and presentations skills.	This is project is an assessment which involved a written report using research skills. The desserts made in practical lessons will be assessed.	The topic involves adapting desserts, so being able to adjust using research to develop and idea and finished product. Being able to adapt to change is a good skill to have for the future and this could help with career choices.	Develop, career, category, investigate, products and adjust.
<b>PE</b>				
Autumn 1	<p style="text-align: center;"><b>Outwitting opponents</b></p> <p style="text-align: center;"><i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games (Rugby, netball, hockey, football, basketball, handball and badminton)</i></p>	<ul style="list-style-type: none"> <li><b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li><b>Officiating</b> – Students' knowledge will be demonstrated when following and sharing rules with others.</li> <li><b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This then allows students' abilities to be built upon.</li> <li><b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li><b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>Progression</li> <li>Adapting</li> <li>Technique</li> <li>Tactic</li> <li>Adhering</li> <li>Pulse raiser</li> </ul>

Autumn 2	<p><b>Outwitting opponents</b>  <i>Students will use and develop a variety of tactics and strategies to overcome opponents in team and individual games (Rugby, netball, hockey, football, basketball, handball and badminton)</i></p> <p><b>Health and fitness</b>  <i>Students will learn and understand the importance of exercise on the cardio-respiratory system. They will also understand the different styles of fitness that can be used to target certain areas of fitness/muscle groups.</i></p>	<ul style="list-style-type: none"> <li>• <b>Practical performance</b> – students will work in certain groups/classes based on their ability levels</li> <li>• <b>Officiating</b> – Students’ knowledge will be demonstrated when following and sharing rules with others.</li> <li>• <b>Questioning</b> – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games are generally covered first as they use the most <b>transferrable skills</b> from KS1 and KS2 (throwing, catching, moving). This then allows students’ abilities to be built upon.</li> <li>• <b>Weather</b>- the weather is a large factor in choosing PE activities for certain times of year.</li> <li>• <b>Seasons of competitions</b> – Local fixtures/competitions run at certain times of year, and to prepare students of this we do certain sports at certain times in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Progression</li> <li>• Adapting</li> <li>• Technique</li> <li>• Tactic</li> <li>• Adhering</li> <li>• Pulse raiser</li> <li>• Maximum heart rate</li> <li>• Aerobic</li> <li>• Anaerobic</li> </ul>
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## Performing Arts

Autumn 1	<p><b>Masks</b></p> <p>Students will study masks as a style of theatre developing their physical movements, body language, gestures and actions.</p>	<p>Summative: students will work towards a mask performance during the last week of half term and will be assessed on their performance.</p> <p>Summative: students will work towards a mask performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:  Body Language /5  Actions/gestures /5  Storytelling /5  Focus /5  Confidence /5</p>	<p>Mask work is a higher level physical performance skill that students can build on from prior physical performance knowledge.</p>	<p>Action  Movements  Gesture  Physical  Body Language  Presence  Spatial Awareness  Communication  Non verbal</p>
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<p><b>Autumn 2</b></p>	<p><b>Society and class</b></p> <p>Students will study the theme of society and class through studying 'The King and I'.</p> <p>Students will develop their understanding of society and class in a performance and develop their characterisation from this.</p>	<p>Formative: Students will be quizzed/tested on their understanding of key words/skills.</p> <p>Summative: students will work towards a performance during the last week of half term and will be assessed on their performance.</p> <p>Students will be assessed on the following criteria:          Facial Expression /5          Use of Voice /5          Body Language /5          Actions /5          Focus /5          Confidence /5</p>	<p>Students have previously looked at society and class in performance through 'Oliver' and 'Annie', they are going to re-explore this theme with a higher level stimulus.</p>	<p>Novel          Musical          Society          Class          Equality          Inequality</p>
<p><b>PSHE</b></p>				
<p><b>Autumn 1</b></p>	<p>Knowing myself:</p> <ol style="list-style-type: none"> <li>1. (H1) How we are all unique, that recognising and demonstrating personal strengths, builds self-confidence and good health and wellbeing.</li> <li>2. The impact that media and social media can have on how people think about themselves and express themselves, including body image.</li> <li>3. (H5) To recognise and manage internal and external influences on decisions which affect health and wellbeing.</li> <li>4. (H8) The link between language and mental health stigma</li> <li>5. (H9) Develop strategies to challenge stigma, myths and misconceptions</li> </ol>	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Students are becoming more reliant of their online profiles and this often causes a dip in self-confidence and poor body image of themselves. Students should be made aware of this and learn how to manage decisions which affect their health and wellbeing and where they can find help should they need it.</p>	<p>Unique          Expression          Mental health stigma          Body shaming          photoshop</p>



	<p>associated with help-seeking and mental health concerns.</p> <p>6. (H21) How to access health services when appropriate.</p>			
<b>Autumn 2</b>	<p>Understanding risk:</p> <ol style="list-style-type: none"> <li>1. (H23) The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines.</li> <li>2. (H23) Responsible use of antibiotics.</li> <li>3. (H24) To evaluate myths, misconceptions, social norms and cultural values relating to drugs, alcohol and tobacco use.</li> <li>4. (H28) The law relating to the supply, use and misuse of legal and illegal substances.</li> <li>5. (H29) About the concepts of dependence and addiction including awareness of help to overcome addictions.</li> <li>6. (H32) The risks associated with gambling and recognise that chance based transactions can carry similar risks; strategies for managing peer and other influences related to gambling.</li> </ol>	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Students previously about illegal substances in yr8 and are now learning about over the counter drugs and antibiotics along with the social norms of drinking and drugs. As students are maturing, they should be aware of how to look after themselves, know what is normal and what is not normal in terms of taking prescribed and illegal drugs.</p> <p>Students are now using football betting apps and similar at a younger age than ever before, they need to be made aware of the risks and coping strategies so that they aren't affected by this in later life.</p>	
<b>Science – see below</b>				
<b>Maths – see below</b>				

<b>Science</b>		
	EOT Title	Careers Link
<b>Autumn 1</b>	Transition	Stem Careers and Scientific Investigation Skills
<b>Autumn 2</b>	Cells	Medical Research – Microscopy, Stem Cells, Cell cycle Horticulture – Osmosis, Diffusion
	Atomic Structure	Research Chemist – Balancing equations, separating mixtures, development of the atomic model Engineering/Building – uses of transition elements

## Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
<b>HT1</b>	HT1 Retrieval Starters	9.01	Place value & Number Properties	Ordering integers and decimals, working with very large and very small numbers, using the symbols =, ≠, <, >, ≤, ≥, Negative Numbers: ordering, manipulation, recurring decimals, using one calculation to perform another	<i>Integer, Odd, Even, Inequality</i>
	HT1 Fluency Quizzes	9.02	Decimals	Adding, subtracting, multiplying, dividing, reciprocals, BIDMAS	<i>Decimal, Reciprocal, Recurring</i>
	HT1 Hegarty Maths Clips	9.03	Estimation and Rounding	Rounding number to the nearest 10, 100, 1000, and to a given number of decimal places, Rounding to significant figures, Estimate answers to one or two step calculations, Error intervals using inequalities, Apply and interpret limits of accuracy	<i>Significant figure, Decimal place, integer, Error interval, Limits of accuracy</i>
		9.04	Indices Powers & Roots	Powers and roots, Use index notation for integer powers of 10 (including negative powers), multiplication and division of integer powers, negative powers, powers of a power, Fractional indices, Estimate powers and roots	<i>Index Form, Indices, Base number, Exponent</i>
		9.05	Factors, Multiples & Primes	Prime numbers, prime factor decomposition, LCM, HCF (of small and large numbers)	<i>Prime number, Prime factor, Highest common factor, Lowest common multiple</i>
		9.06	Ratio	Write ratios in form 1 : m or m : 1, Divide a quantity into a given ratio, Write ratios as fractions, Compare lengths, areas and volumes using ratio notation and scale factors, Apply ratio to real contexts and problems such as those involving conversion, comparison, scaling, mixing, concentrations	<i>Ratio, Quantity, Comparison, Scale factor, Conversion, Scaling</i>
<b>HT2</b>	HT2 Retrieval Starters	9.07	FDP	Write a fraction in its simplest form and find equivalent fractions, Covert between fractions, decimals and percentages, Compare unit fractions, Order fractions, decimals and percentages. Use the symbols =, ≠, <, >, ≤, ≥, Recognise recurring decimals and convert fractions into recurring decimals	<i>Equivalent, Fraction, Decimal, Percentage, Unit fraction, Inequality, Recurring</i>
	HT2 Fluency Quizzes	9.08	Fractions	Add, subtract, multiply and divide fractions and mixed numbers, Simplify calculations by cancelling first, Fraction of an amount, Express one quantity as a fraction of another, Find the reciprocal of an integer, decimal or fraction	<i>Equivalent, Fraction, Integer, Reciprocal, Numerator, Denominator</i>

	HT2 Hegarty Maths Clips	9.09	Percentages	Percentage of an amount (including of a measurement) with and without a calculator, Percentage increase and decrease, Finding the original amount (reverse percentage) with and without a calculator, Work with percentages greater than 100%, Compare two quantities using percentages, Express one quantity as a percentage of another, Use percentages in real-life situations	<i>Percentage, Multiplier, Increase, Decrease, Interest, Depreciation</i>
		9.10	Proportion	Best buy, Recipes, Currency, Unitary method, Use standard units of mass, length, time, money and other measures, Solve problems involving direct and inverse proportion, including graphical and algebraic representations, Interpret equations and graphs that describe direct and inverse proportion	<i>Direct proportion, Inverse proportion, Conversions, Value, Proportion</i>