ARMTHORPE ACADEMY

LONG-TERM PLAN SPRING 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 1	**Passion, Place and Power** Valentine – Carol Ann Duffy Sonnet 43 – Elizabeth Barrett Browning London – William Blake Living Space – Imtiaz Dharker Hawk Roosting – Ted Hughes Ozymandias – Percy Shelley To Autumn – John Keats Death of a Naturalist – Seamus Heaney She Walks in Beauty – Lord Byron	**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.	In Y7 and Y8 students have previously studied alternative works by the poets from the GCSE anthology. We have divided these poems into two blocks (Spring 1 and Summer 2) to avoid cognitive overload and to enable spaced retrieval of the poetry analysis skills. Poems are grouped by theme to enable students to make comparisons and links across category. **Links to careers:** further academic study through extended essay writing, teacher, transferable skills through analysis, comparison, understanding perspectives and humanity.	Irregular Feminist Cross-cultural Fascist Idyllic Idealisation Grotesque Dictator Controversial	Anaphora Enjambment Rhythm Syllables Mood Oxymoron Caesura Sonnet Radical Romantic Frame narrative
Spring 2 and Summer 1	**Romeo and Juliet** A romantic tragedy by William Shakespeare. *Understanding of the plot and the characters, and embedding language skills so that students can apply these independently to less familiar scenes.*	**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.	Students will have an understanding of the Shakespearean context and structure from studying The Tempest in Year 7 and Macbeth 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,	Advisory Sage Bawdy Ribald Predetermined Masculinity Conciliatory Performative Obedient Virtuous Chastity Mercurial Temperamental	Act Scene Conflict Extract Synopsis Foil Juxtaposition Antithesis Petrarchan Comic relief

French				
Spring 1	**Ma vie social d'ado** *- Being able to describe what you do during your free time* *- Discover French festivals*	**Vocabulary test** **Homework** End of Unit test : reading End of Unit test : writing	Consolidate learning about technology Awareness of dangers and advantages of social media. Cf. PHSE Develop knowledge about French culture GCSE topic	***Tier 2:*** ***Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal***
Spring 2	**Bien dans sa peau** -being able to describe healthy habits (body, sport, food)	**Vocabulary test** **Homework** End unit test: listening End of unit test : writing	Awareness of healthy lifestyle. Cf. PHSE GCSE topics	***Tiers 3:*** ***Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier, conjugate, time phrase, sequencers, past tense, future tense, conditional, infinitive, pronoun, 1st person, 2nd person, 3rd person,*** ***French specific vocabulary – see folder***
Geography				
Spring 1	**Hidden Places** The Poles Deserts Atacama and Gobi	**Animal and plant adaptation** Design an animal and plant and explain how they have adapted to survive in the different climates Low stakes testing-Key word definitions test weekly	Physical Geography-to develop a further understanding of how weathering and erosion have impacted deserts and the Poles and the geographical differences between both locations **Careers** • Explorer	Adaptation water abstraction Climate erosion Water resistant
Spring 2	**Raging Rapids** •Rivers •Features •Formations •Pollution	**Rocky the Rock** How did Rocky the Rock get from the upper course to the lower course of the river?	Physical Geography-weathering and erosion of rivers and the impact on the environment (Links to KS4 Rivers topic) **Careers**	Saltation solution abrasion Traction abrasion corrosion Attrition ox-bow lake Meander waterfall Upper course middle course Lower course V-shaped valleys

	•Flooding •Sheffield and Doncaster •Bangladesh •Water footprint	Students can create a model to show the process with annotations Outside experiment-testing water on different permeable and impermeable surfaces Low stakes testing-Key word definitions test weekly	• Environmental Officer • Engineer	Gorge hydraulic action plunge pool sediment rapids Floodplain levees Afforestation impermeable River basin flood defence
History				
Spring 1	*Sleeping Giant*: Russia 1682-1991	➢ Two assessment questions per term (One practice assessment and one formal) ➢ Regular key word tests throughout the module		Warsaw Pact Containment Supremacy Industrialisation Purge Dictator Soviet
Spring 2	*They had a dream*: Icons that have shaped world history	➢ One assessment question) ➢ Regular key word tests throughout the module ➢ End of lesson whole class debate/discussion concerning each icon studied ➢ End of unit report on their favourite icon, using specific criteria	This thematic study will focus on important leaders throughout history that have changed society for better or worse and who have left their mark on world history. Leaders assessed will include William the Conqueror, Elizabeth 1st, Napoleon Bonaparte, Adolf Hitler, Nelson Mandela, Martin Luther King Jr and Margaret Thatcher	Icon Leader Single-minded Creative Resilient Persuasive Determined Delegator Professional Ruthless inspirational

Computing				
Spring 1	HTML • Basic template • H1 – H6 • Alignment • Formatting (font, background) • Using images • Using tables (layout) • Internal/external links	Mini assessment – to create a 2-page website including internal/external links and images and relevant <tags> to display the webpage in a suitable format.	Links to previous HTML work in year 8.	
Spring 2	Data Representation • Denary / binary • Binary/denary conversions • Binary addition • Character sets • Images • Sound • Compression	End of topic test based on questions from GCSE Computing exam papers.	To enable students to understand how data is stored within a computer system and how it is represented digitally in the form of binary digits.	• Denary/binary • Overflow errors • Bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte • Character sets • Bitmap/Vector images • Pixel, Colour depth, resolution • Sampling
Art & Design				
Spring 1	**HUMAN FORM** • Students to produce artist research on Thomas Sailot with pastiche. • Produce anatomical drawing of the human body – Skull, bones, muscles and learn how to make skin tones in paint. • Students will develop their own ideas of how to respond to work of Thomas Sailot by making their own human form piece – this could be a painting of an eye, pencil drawing of side of a face etc.	Formative assessment approaches: • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions.	• Students revisiting and refining the skills they learnt in the last project – Painting, observational drawing and printing. • Students should now be ready for a challenge to engage in imagery that is more complex. • To support students to develop their own ideas and artistic style of working.	Skin tone Hue Balance Vibrant Proportion Scale Blending Saturation Contrast Emotion Composition Structure Texture Realism Distortion Scale Proportion

		Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students.		Alter Perspective
Spring 2	**TRANSFORMATION** • Artist Research on Melissa Wilcox with pastiche. • Experiment with arrange of media to achieve texture, layer and depth • Produce a photographs, drawings, painting and mixed media responses to the them, Transformation.	Formative assessment approaches: • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students.	• Students revisiting and refining the skills they learnt in the last project – Painting, observational drawing and printing. • Students to develop the ability to combine skills previoulsy learnt in producing a portrait. • Students should now be ready for a challenge to engage in imagery that is more complex. • To support students to develop their own ideas and artistic style of working.	Abstract Texture Portraiture Emotion Layer Composition Mixed media Self image Identity Form

Hospitality & Catering				
Spring 1	Half term project 'Healthy Eating'. Students will need to research the different food groups and how these can help to develop a healthy lifestyle. How nutrients affect different groups of people throughout their life cycle.	This project involves completing a report on nutrition and research the different age groups and dietary requirement for medical conditions. Also practical dishes are assessment for making healthy dishes.	Taking care of your health is vital, his project enables to students to understand what nutrient intake they should be eating and how this could affect their life as they get older and what impact it may have on their life.	Healthy, nutrition, life cycle, medical, intolerance and vital Carbohydrates, protein, fat, vitamins, minerals, and fibre.
Spring 2	Half term project 'Special Occasions'. Students will need to research catering for a special occasion. Research recipe ideas suitable for the occasion, with consideration for the type of function, numbers, venue, date and time.	The project involved writing a report after researching the function idea. Also a practical assessment making appropriate dishes to suit the function.	Planning for different functions for various occasions, understanding what is suitable. This relates to how functions can be catered for in the hospitality and catering industry.	Occasions, venue, planning, organisation, consideration and function.
PE				
Spring 1	**Aesthetic activities** *Students will develop their technique and improve their performance in other competitive sports* (Gymnastics, trampolining, dance) **Alternative sports** *Students will gain an appreciation of different/alternative sports that are played in different countries/institutions.* (Tchoukball, Dodgeball, Ultimate Frisbee, Lacrosse, Goal ball, Blind football, Sitting volleyball) **Health and fitness** *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.*	• **Practical performance** – students will work in certain groups/classes based on their ability levels • **Officiating** – Students' knowledge will be demonstrated when following and sharing rules with others. • **Questioning** – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding	• **Weather**- the weather is a large factor in choosing PE activities for certain times of year. • **Seasons of competitions** – 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. • **Engagements** – Alternative sports are introduced to students for engagement levels and to promote further participation	• Progression • Adapting • Technique • Tactic • Adhering • Pulse raiser • Maximum heart rate • Aerobic • Anaerobic

Spring 2	**Net/wall activities** *Students will develop their technique and improve their performance in other competitive sports* (Badminton, table tennis)	• **Practical performance** – students will work in certain groups/classes based on their ability levels • **Officiating** – Students' knowledge will be demonstrated when following and sharing rules with others. • **Questioning** – Students will be asked questions about rules, techniques and tactics to improve their knowledge and understanding	• **Weather**- the weather is a large factor in choosing PE activities for certain times of year. **Seasons of competitions** – 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.	• Progression • Adapting • Technique • Tactic • Adhering
Performing Arts				
Spring 1	**Stimulus - Newspapers** Students will be developing their devising skills and using current news stories/world events as a starting point.	Formative: Students will be assessed weekly on their response to a stimulus and their development of devising skills.	Students have developed their performance skills and have been either given material or guided to a theme. This topic introduces devising skills, allowing students to develop their own creativity and imagination.	Improvise Development Stimulus Structure Imagination Creativity
Spring 2	**Blood Brothers** Students to study the text 'Blood Brothers' and develop a performance based on the key themes and characters.	Summative: students will work towards a performance during the last week of half term and will be assessed on their performance. Summative: students will complete a written task analysing aspects of Blood Brothers, showing their understanding of the text and developing evaluation skills.	In preparation for KS4 students are developing evaluation and analytical skills based on a key text.	Theme Context Character Style Profile Performance Storyline Plot Analyse Evidence Evaluate

PSHE				
Spring 1	Preparing for your GCSEs: 1. Favourite subjects 2. Facilitating subjects and Russel Group Universities 3. New subjects for KS4 (HOFs to send materials to share) Finance 1. Managing money – what are loans? 2. Managing money – credit cards and debit cards 3. Managing money – overdrafts	*Exit pass at the end of each lesson – these must be stored by class teacher as evidence.*	Students will be choosing their options in the very near future so some guidance is necessary to ensure they chose wisely and can therefore achieve according to what they want to do in the future. There are a number of subjects that students may not be aware of on the curriculum and therefore they should be made aware of these and what they consist of. Student voice feedback showed that they wanted more information about personal finance and money management. This has been touched on in year8 but will go into more detail here. Students are now at an age where they can have a debit card and a savings account so should know how these work but need to know about how to manage money in later life such as credit cards, loans and over drafts and what the benefits and drawbacks for each are.	Loans Credit card Overdraft Debt
Spring 2	Religious Education 1. Science, arts and philosophy - Science vs. religion and the origin of life - Meaning of life as shown in the media and arts 2. Religion and citizenship - How religion supports well-being and character - Religion and responses to atrocities e.g. genocide 3. Morality and ethics - Introduction to morality and ethics – what it means to be human	*Exit pass at the end of each lesson – these must be stored by class teacher as evidence.*	This half term RE is building upon prior learning from yr7 and yr8, applying real life examples along with what is morally right. A high amount of students at Armthorpe Academy are unaware of the differing beliefs of science and religion and how it has been prevalent throughout history and how it has affected the human race today.	

	- Big issue focus: environmental ethics			
Science – see below				
Maths – see below				

Science		
	EOT Title	**Careers Link**
Spring 1	Atmosphere and Resources	Engineering – use of the planets resources, Conservationist – Carbon Footprint, Global Warming, finite resources, history and future of the atmosphere
	Energy	Engineering – efficiency, Power of machines, energy transfers Homemaker – Power calculations in the home
Spring 2	Bonding	Chemist/Engineer – bonds and structures, uses of Polymers
	Organisation	Medical/Nutritional/Physiologist – anatomy and physiology of body systems, lifestyle effects and Cancer Horticulture – Plant tissues, translocation

Maths

Term	Retrieval Practice		Topic	Content outline	Key Tier 2/3 Vocab
HT3	HT3 Retrieval Starters	**9.11**	Notation	Use and interpret algebraic notation, Understand and use the concepts and vocabulary of expressions, equations, formulae, inequalities, terms and factors, Know the definition of Sum and Product, Understand what an 'identity' is	*Notation, Expression, Equation, Formula, Inequality, Term, Factor, Identity, Sum, Product*
	HT3 Fluency Quizzes	**9.12**	Simplifying & Index Laws	Collect like terms, Simple laws of indices, Multiply together two simple algebraic expressions, Simplify expressions by cancelling, Use index notation when multiplying or dividing algebraic terms, Add and subtract fractions with an algebraic numerator, Multiply, divide and simplify algebraic fractions	*Like term, Indices, Index, Base number, Exponent, Power, Simplify, Index notation*
	HT3 Hegarty Maths Clips	**9.13**	Expanding & Factorising	Expand single brackets, Factorise - single brackets, Expanding double brackets, Factorising quadratics of the form x2 + bx + c, Difference of two squares	*Expand, Simplify, Factorise, Highest common factor, Quadratic, Square, Coefficient*
		9.14	Expressions & Substitution	Functions - inputs and outputs, Substitute numerical values into formulae and expressions, including scientific formulae, Derive a simple formula, including those with squares, cubes and roots, Use algebra to show expressions are equivalent, Know the difference between an equation and an identity	*Function, Input, Output, Expression, Substitution, Value, Formula, Derive, Equivalent, Equation, Identity*
HT4	HT4 Retrieval Starters	**9.15**	Linear Equations	Solve linear equations in one unknown and with unknowns on both sides. Solve linear equations which contain brackets, fractional coefficients, negative signs, negative solutions. Substitute into a formula, and solve the resulting equation. Form and solve algebraic equations and interpret the solution. Solving linear equations that require algebraic fraction manipulation	*Variable, Equation, Expand, Simplify, Like Term, Inverse, Coefficient, Substitution, Interpret*

	HT4 Fluency Quizzes	**9.16**	Linear Inequalities	Solve linear inequalities in one variable. Represent and interpret solution sets to inequalities on a number line. Solve two inequalities in x, find the solution sets and compare them to see which value of x satisfies both	*Variable, Inequality, Compare, Solve*
	HT4 Hegarty Maths Clips	**9.17**	Perimeter & Area	Perimeter of 2d shapes including composite shapes, Solve geometrical problems on coordinate axes, Area of triangles, parallelograms, trapezia and compound shapes, Solve angle or perimeter problems using algebra, Convert between units of measure within one system, including time, Convert metric units to metric units, Convert between metric area measures	*Perimeter, Composite, Axes, Area, Line segment, Mid point*
		9.18	Pythagoras	Calculate with roots, and with integer indices, Pythagoras' theorem , Leave answers in surd form. Given 3 sides of a triangle, justify if it is right-angled or not, Apply Pythagoras' Theorem with a triangle drawn on a coordinate grid, Calculate the length of a line segment AB given pairs of points	*Pythagoras theorem, Hypotenuse, Integer, Root, Indices, Square number, Surd, Right angle, Triangle, Line segment*