

Departmental Long Term Planning Grid



Department: Art	Subject: Art	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	2D artist inspired portraits Autumn term <ul style="list-style-type: none"> ● To use their skills to manipulate materials to suit their aims. ● To interpret and explain the ideas and meanings of artists work. ● To explore materials whilst analysing the work of others. ● To develop own ideas in response to artist influence. ● To use skills and adapt and refine their ideas when producing a personal response. ● To evaluate the meaning of their own and artists work. ● To evaluate the meaning of artists work and use this to develop their own work. ● Be able to successfully and skilfully complete a 2D final outcome, taking inspiration from the work of other artists. 	Surrealist Surrealism research: spring term <ul style="list-style-type: none"> ● Be able to identify distinct characteristics and style of the Surrealism art movement, both historical and contemporary ● Have the ability to create and experiment with surreal art techniques and methods. ● Be able to present all their research creatively in their work journal or on a research board 	Surrealist Surrealism research developed into a 2d outcome: Summer term <ul style="list-style-type: none"> ● Be able to select and use appropriate materials, tools and techniques in order to create a successful outcome. ● To develop skilled paint / pencil work for progression to KS4. ● Be able to comment on and carefully annotate their collected research.
Make it Stick Focus	<ul style="list-style-type: none"> ● Observational studies drawing skills. ● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work. ● Artist understanding ● Apply and understand the formal elements. ● Using different media ● Development of work and ideas. 	<ul style="list-style-type: none"> ● Observational studies drawing skills. ● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work. ● Artist understanding. ● Apply and understand the formal elements. ● Using different media. 	<ul style="list-style-type: none"> ● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work. ● Apply and understand the formal elements. ● Development of work and ideas. ● Using different media.

Departmental Long Term Planning Grid



Department: Art	Subject: Textiles	Key Stage: 3	Year: 9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<p>Textiles is part of a rota subject with DT food, students will only complete one project in textiles for 11 weeks.</p> <p>Environments: a mixed media textile composition based on environment e.g. sea scapes, landscape, urban etc.</p> <ul style="list-style-type: none"> · Understand the importance of health and safety in the textile rooms, and work safely when using machines. · To work with and experiment with using different Textile materials, media and techniques. (E.g. Batik, heat transfer paints, felting, free machine stitch, applique) to develop a final composition. · To investigate, research and present first and second sources to develop ideas for their own work. · To learn how to creatively present visual sources. · Become familiar with the work of other textile artist and use their understanding to develop pupils own work. · To develop own design ideas and investigations in response to their research. 		
Make it Stick Focus	<ul style="list-style-type: none"> - Research, investigate and present sources to help them develop design ideas. -Using creative textiles materials and methods. 		

Departmental Long Term Planning Grid



Department: Design & Technology	Subject: Design & Technology	Key Stage: 3 Carousel	Year: 9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Pen project- design and make a pen inspired by design movements. Develop designing and modelling skills through iterative design, CAD/CAM making skills and gain an understanding of health & safety issues when using plastic adhesives. Design appropriate packaging. • Angle poise lamp project- make an environmentally friendly angle poise lamp gaining an understanding of how jigs can be used in the manufacturing process. Develop confident skills using a range of workshop tools. Design and develop the shade pattern learning how to dye sublimation print. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Make it Stick Focus	<ul style="list-style-type: none"> • Review on designing skills, facts about materials, pupil to pupil questions. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Drama	Subject: KS3 Drama	Key Stage: 3	Year: 9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills developed 	Module 1 - Northern Playwrights <ul style="list-style-type: none"> ● "Two" ● "Bouncers" ● "Shakers" ● "Teechers" ● ● Exploration of characterisation ● Stylised realism ● Script to stage ● Style vs genre ● Multi-roling Practitioner Focus <ul style="list-style-type: none"> ● Godber 	Module 2 - Drama Skills <ul style="list-style-type: none"> ● Vocalisation ● Physicalization ● Audience engagement ● Semiotics ➤ Monologue as a means of Direct Address ➤ Forum Theatre ➤ Removal of Dialogue ➤ Protagonist vs Antagonist ➤ Improvisation Practitioner Focus <ul style="list-style-type: none"> ● Brecht 	Module 3 - Parody <ul style="list-style-type: none"> ● Subtext ● Total Theatre ● Stereotype ● Plot/Structure/Form ➤ Directorial Interpretation ➤ Roles and responsibilities ➤ Still Image ➤ 4th Wall Practitioner Focus <ul style="list-style-type: none"> ● Artaud
Make It Stick Focus			

Departmental Long Term Planning Grid



Department: English	Subject: English	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>'Of Mice and Men' and writing to describe.</p> <p>Exam focus: English Language Paper One Q1-5</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Understanding of the social and historical context of the novel e.g. The Great Depression, the treatment of black people, the patriarchal society; ● Retrieving and summarising information and selecting evidence; ● Making and explaining subtle inferences; ● Develop understanding of poetic devices within poetry from other cultures; ● Develop understanding of conventions of broadsheet writing; ● Revising English Language Q1-Q3 (Paper one) style assessment and introducing Q4; ● Developing analytical skills for unseen texts; ● Exploring non-fiction extracts linked to relevant themes; ● Revising writing to describe skills to prepare for English Language Q5 (Paper One) style assessment; ● Revision of features of writing to describe; ● SPaG/literacy skills; 	<p>'Macbeth' and writing to persuade</p> <p>Exam focus: English Literature Paper One and Two and English Language Paper Two Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Examining different types of conflict and how it can be linked to power; ● Understanding of the social and historical context of the play; ● Analysis of features of tragedy; ● Developing knowledge of analytical writing, focusing on English Literature Paper one exam criteria; ● Exploring poetry linked to relevant themes e.g. war; ● Developing analytical skills for unseen texts; ● Exploring non-fiction extracts linked to relevant themes; ● Develop analysis of persuasive devices, including use of anaphora, personal pronouns and so forth; ● Revising writing to persuade skills to prepare for English Language Q5 (Paper Two) style assessment; ● SPaG literacy skills. 	<p>'The Sign of Four' and writing to argue/explain/inform.</p> <p>Exam focus: English Literature Paper One and English Language Paper Two Q5</p> <p>Key skills:</p> <ul style="list-style-type: none"> ● Understanding of the social and historical context of the 19th century; ● Conventions of detective fiction, focusing on language and structure; ● Explaining the thoughts and feelings of writers; ● Developing knowledge of analytical writing, focusing on English Literature Paper one exam criteria; ● Developing analytical skills for unseen texts; ● Exploring non-fiction extracts linked to relevant themes; ● Revising writing to argue/explain/inform skills to prepare for English Language Q5 (Paper Two) style assessment; ● SPaG literacy skills.
<p>Make it Stick Focus</p>	<ul style="list-style-type: none"> ● Literacy/writing skills focus throughout the unit; ● Reading skills such as text retrieval, inference and quote analysis; ● English Language (Paper One) Q1-3 skills from previous years. 	<ul style="list-style-type: none"> ● Literacy/writing skills focus throughout the unit; ● English Language (Paper One) Q1-4 style questions. 	<ul style="list-style-type: none"> ● Literacy/writing skills focus throughout the unit; ● English Language skills for both papers.

Departmental Long Term Planning Grid



Department: Geography	Subject: Geography	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	Earth Structure and Volcanoes <ul style="list-style-type: none"> ● Layers of the earth. ● Plate tectonics. ● The causes and effects of volcanoes. ● Case study: Montserrat. Sustainable Tourism and Extreme Tourism <ul style="list-style-type: none"> ● The expansion of extreme tourism over time and sustainable approaches to tourism e.g. ecolodges. ● Study of tourism in Antarctica and its impacts. Students will focus on the management of this fragile environment and evaluate its success. 	Earthquakes and Tsunamis <ul style="list-style-type: none"> ● The causes and effects of earthquakes. ● Case Studies: Kobe and Sichuan. ● The causes of tsunamis. ● Case Studies: Japan and Indonesia. 	Population and Urbanisation <ul style="list-style-type: none"> ● Global population trends. ● Demographic Transition Model and Population pyramids. ● Population policies and strategies across the world. ● Patterns and trends of urbanisation. ● Rural to urban migration. ● The problems and management of squatter settlements.
Make it Stick Focus	<ul style="list-style-type: none"> ● Environmental geography - Eco-lodges. ● Key themes of hazard perception. 	<ul style="list-style-type: none"> ● The Earth Structure & Plate Tectonics. ● Bridging the Development Gap. 	<ul style="list-style-type: none"> ● Bridging the Development Gap. ● Geomapping.

Departmental Long Term Planning Grid



Department: Health and Social Care, Child Development, and Food	Subject: Food Preparation & Nutrition	Key Stage: 3	Year: 9
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	<p>6 x 75 min lessons - delivered in a block at some point across the year which can be across terms and / or modules. Content is repeated with each new group</p>
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<ul style="list-style-type: none"> ● Food preparation skills and cooking techniques ● Planning and Evaluation ● Food Nutrition ● Food Safety ● Food Science ● Food Choice ● Food Provenance <p>Key Skills</p> <ul style="list-style-type: none"> ● Delivered via practical food tasks (mostly savoury) ● Develop a deeper understanding and awareness of dietary needs and choices in order to plan suitable products for different groups of people ● Develop independence in applying knowledge of how to be safe and hygienic when preparing food, finesses of practical skill, accurate use of different equipment, cooking methods and depth of evaluation techniques through focussed practical tasks of mostly savoury dishes ● Extend knowledge of the different roles played by ingredients in food products, their working characteristics, properties, chemical processes for a wide range of nutrients and foods ● Develop knowledge of how to modify recipes and plan recipes to suit dietary needs ● Develop planning skills to incorporate timings for two or more components or products ● Understand types of preservation and use of additives in food production
<p>Make it Stick Focus</p>	<ul style="list-style-type: none"> ● Practical Assessment – safe, hygienic, organised food preparation and cooking skills, presentation skills ● Extended homework applying learning ● Research task linked to food choices

Departmental Long Term Planning Grid



Department: History	Subject: History	Key Stage: 3	Year:9
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	Autumn	Spring	Summer
<p>Programme of Study</p> <ul style="list-style-type: none"> • Topic (s) studies • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • What were the causes of WW1? • What was life like during WW1? • The Trenches • What happened at the Battle of the Somme? • Lions led by Donkeys 	<ul style="list-style-type: none"> • What happened at Versailles & the League? How did people at the time interpret these events? • Why did the Nazis gain so much support in 1930s? • What was Communism and Capitalism in 1930s? • What were the Causes of WWII? • How has the Battle of Dunkirk been represented? 	<ul style="list-style-type: none"> • Dictatorship <ul style="list-style-type: none"> ➢ Hitler & the Nazi Party in January 1933 - understanding Nazi Ideology ➢ Establishing the Dictatorship Jan - July 1933 Nazification of Germany. ➢ The Reichstag Fire & Enabling Act ➢ Book burning, Civil Service act, Jewish Boycott, Dachau, trade unions ➢ Achieving total power July 33 - Aug 34 ➢ Local Government & people's courts ➢ The Night of the Long Knives • Changing lives <ul style="list-style-type: none"> ➢ Increasing persecution of Jewish people - Timeline & Nuremberg Laws & Kristallnacht • Occupation <ul style="list-style-type: none"> ➢ Holocaust - The Final Solution - ghettos, concentration camps, death camps • Opposition & Control <ul style="list-style-type: none"> ➢ The Machinery of terror ➢ The range and effectiveness of Nazi Propaganda
	<p>In Year 9 pupils will develop their knowledge and understanding of the 20th Century. They will further develop their ability to give supported explanations, analysing and justifying judgements about relative importance. Pupils will use evidence to test the validity of interpretations of events and further develop their skills in assessing the usefulness and reliability of evidence by using their own knowledge and cross referencing. Pupils will begin the study of the first GCSE content in the final term of Year 9.</p>		
Make it Stick Focus:	<ul style="list-style-type: none"> • Pupils to create revision materials at regular intervals • Regular topic fact tests • Use of Kahoot 	<ul style="list-style-type: none"> • Pupils to create revision materials at regular intervals • Regular topic fact tests • Use of Kahoot 	<ul style="list-style-type: none"> • Pupils to create revision materials at regular intervals • Regular topic fact tests • Source analysis / Exam Q6 • Use of Kahoot

Departmental Long Term Planning Grid



Department: ICT	Subject: IT	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
<p>Programme of Study</p> <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p>My Digital World</p> <ul style="list-style-type: none"> ● The internet of things ● Connect home ● Wearable technology <p>Social Media</p> <ul style="list-style-type: none"> ● The social media explosion ● Blogging ● Staying safe using social media <p>Key Skills</p> <ul style="list-style-type: none"> ● Using new and emerging technology ● Using social media responsibly ● Explaining Legal, Ethical, Moral aspects of IT ● Designing advanced google slides stacks ● Image editing 	<p>App Development</p> <ul style="list-style-type: none"> ● What is an app? ● Why do we use apps? ● How do we design apps? ● What is the code that sits behind advanced apps? ● How do we allow our audience to interface with apps? <p>Web Design</p> <ul style="list-style-type: none"> ● What makes an effective website? ● Planning a website ● Designing a master page & navigation structure ● Testing a functioning website <p>Key Skills</p> <ul style="list-style-type: none"> ● Drawing structure diagrams ● Creating a house style ● Creating multimedia content ● Writing & editing JavaScript ● Editing HTML ● Working with Hexadecimal Numbers & Hexadecimal colours 	<p>Coding with Java</p> <ul style="list-style-type: none"> ● Using the 3 key building blocks to solve algorithms within Java <ul style="list-style-type: none"> ➢ Sequence ➢ Selection ➢ Iteration ● Create programs that include: <ul style="list-style-type: none"> ➢ Advanced variables ➢ Different Data types (Strings, integers, Text) ● Sorting data in lists (Array, Linked, Vector, Stack) ● Compare differences between programming in python to programming in java <p>Key Skills</p> <ul style="list-style-type: none"> ● Sequencing ● Selecting data types ● Iteration in code ● Defining variables ● Arranging information in lists
<p>Make it Stick Focus</p>	<ul style="list-style-type: none"> ● Emerging technology - pupils completed a research project at end of Year 8. ● Image editing - Pupils did basic editing using basic tools in M2 Y8 	<ul style="list-style-type: none"> ● Denary-Binary-Hex Conversion ● Working with Web code - HTML & Java ● Designing Web products - Similar skills need from within app design to web design 	<ul style="list-style-type: none"> ● Revisiting Sequencing, Selection and Iteration both when used in Python Y8 and when solving Algorithms in Y7

Departmental Long Term Planning Grid



Department: Mathematics	Subject: Mathematics	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<ul style="list-style-type: none"> ● Calculating ● Visualising and constructing ● Algebraic proficiency: tinkering ● Proportional reasoning 	<ul style="list-style-type: none"> ● Pattern sniffing ● Solving equations and inequalities I ● Calculating space ● Conjecturing 	<ul style="list-style-type: none"> ● Algebraic proficiency: visualising ● Solving equations and inequalities II ● Understanding risk ● Presentation of data
Make it Stick Focus	Every 5 weeks all classes will complete questions that cover all topics previously covered.	Every 5 weeks all classes will complete questions that cover all topics previously covered.	Every 5 weeks all classes will complete questions that cover all topics previously covered.

Departmental Long Term Planning Grid



Department: Modern Foreign Languages	Subject: French	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<ul style="list-style-type: none"> ● Qu'est-ce que tu aimes faire? <ul style="list-style-type: none"> ➢ Talking about television, music and films ● Qu'est-ce que tu as fait ce weekend? <ul style="list-style-type: none"> ➢ Describing free-time activities in the past ● On parle de la nourriture <ul style="list-style-type: none"> ➢ Talking about food and meals ● Qu'est-ce que tu aimerais manger? <ul style="list-style-type: none"> ➢ Talking about different cuisines and eating out <p>Grammar</p> <ul style="list-style-type: none"> ● Revision of the present tense of regular verbs ● Question words ● Perfect tense of regular verbs ● Perfect tense with être ● Revise le futur simple ● Time phrases ● Quantities ● Adverbs of frequency ● Verb + infinitive ● The pronoun en (R for foundation) <p>Listening/reading/speaking and writing developed within each subtopic</p>	<ul style="list-style-type: none"> ● Ma famille et moi <ul style="list-style-type: none"> ➢ Talking about yourself and your family ● Ma famille et mes amis <ul style="list-style-type: none"> ➢ Talking about getting on with others ● On se marie? <ul style="list-style-type: none"> ➢ Talking about personal relationships ● Tu aimerais te marier? <ul style="list-style-type: none"> ➢ Talking about future relationships <p>Grammar</p> <ul style="list-style-type: none"> ● Using avoir and être ● Possessive adjectives ● Reflexive verbs ● Revise adjectival agreement ● Comparative and superlative ● Direct object pronoun ● Position of adjectives ● Using qui and que ● The immediate future and the futur simple(R for Foundation) ● Direct and indirect object pronouns(R for Foundation) ● The futur simple ● dont <p>Listening/reading/speaking and writing developed within each subtopic</p>	<ul style="list-style-type: none"> ● On garde le contact <ul style="list-style-type: none"> ➢ Talking about communicating online ● Les réseaux sociaux <ul style="list-style-type: none"> ➢ Talking about the uses of social media ● Tu es technophile? <ul style="list-style-type: none"> ➢ Advantages and disadvantages of mobile technology ● Tu t'en sers souvent? <ul style="list-style-type: none"> ➢ Discussing the uses of mobile technology <p>Grammar</p> <ul style="list-style-type: none"> ● Present tense er verbs ● Using avec and sans ● The present tense of common irregular verbs ● Using grâce à ● Present tense of ir and re verbs ● Using ce or ça ● Interrogative adjectives ● Aller / faire and other common irregular verbs ● Pronouns moi, toi, lui and elle <p>Listening/reading/speaking and writing developed within each subtopic</p>
Make it Stick Focus	<ul style="list-style-type: none"> ● Revise KS3 Grammar ● Perfect, present and future ● Revise high frequency words 	<ul style="list-style-type: none"> ● Revise frequently used vocab ● Recycle tenses ● Revisit module 1 in assessment 2 	<ul style="list-style-type: none"> ● High frequency words ● Perfect, present and future

Departmental Long Term Planning Grid



Department: Modern Foreign Languages	Subject: German	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Die Ferien / The Holidays <ul style="list-style-type: none"> • Saying what you do at different times of the year • Talking about where you went on holiday • What you did • Where you stayed • What the weather was like Grammar <ul style="list-style-type: none"> • Present tense verbs • Past tense with haben and sein • Use of weil / obwohl Skills: Listening / Speaking / Reading / Writing are developed within each subtopic	Wir gehen aus / We're going out <ul style="list-style-type: none"> • Talking about what you will wear • Talking about your daily routine Grammar <ul style="list-style-type: none"> • Using adjectives to make sentences more interesting • Future tense • Separable verbs • Adjective endings • Tense consolidation Skills: Listening / Speaking / Reading / Writing are developed within each subtopic	Gesundheit / Health <ul style="list-style-type: none"> • Naming parts of the body • Saying what's wrong • Talking about healthy / unhealthy eating • Reading longer texts in 3 tenses Grammar <ul style="list-style-type: none"> • Adverbs of frequency to talk about eating habits • Possessive adjectives • Use of wenn • Consolidation of past, present and future tenses Skills: Listening / Speaking / Reading / Writing are developed within each subtopic
Make it Stick Focus	<ul style="list-style-type: none"> • Recycle vocabulary from Year 8 • Present tense • High frequency vocabulary including numbers, coordinating connectives, days, months, colours, opinions • Perfect tense • Vocabulary tests (vocabulary from previous term included) • Translations 	<ul style="list-style-type: none"> • Perfect tense • Present tense • Future tense • Subordinating connectives • High frequency vocab as previous term • Vocabulary tests (vocabulary from previous term included) 	<ul style="list-style-type: none"> • Past, present and future tenses • High frequency vocabulary as per previous term • Adverbs of frequency • Connectives including wenn • Vocabulary tests (vocabulary from previous term included) • Sentence translations • Prose translation

Departmental Long Term Planning Grid



Department: Music	Subject: Music	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> ● Topics studied ● Key skills taught / developed / assessed 	<p><u>Song writing</u></p> <p>Pupils will write a pop song including the following key elements:</p> <ul style="list-style-type: none"> ● Chord sequence using primary and secondary chords ● Bassline riffs ● Use of popular song structure ● Melody writing <p><u>Key Skills</u></p> <ul style="list-style-type: none"> ● Development of skills in composing using musical notation - either tab or stave notation (software - Flat) <p>Performing pop songs - guitars/drums/keyboards.</p>	<p><u>Dance Music</u></p> <p>Pupils will learn how to use Music Technology software (Soundtrap) to compose a piece of Dance Music, using sequencing, sampling and FX.</p> <ul style="list-style-type: none"> ● Use Soundtrap software to compose ● Distinguish between different musical textures and analyse the texture of a piece of music ● Compose riffs, chord sequences, basslines, drum beats ● Use sampling within a piece of music ● Using FX typical of Dance Music 	<p><u>Film Music</u></p> <p>Compose a piece of film music utilising a range of musical devices to create effect in response to a given brief.</p> <ul style="list-style-type: none"> ● Writing melodies using a range of melodic devices ● Using timbre and texture to create effect ● Composing to a brief and with a sync sheet ● Analysis of a range of film scores in different genres.
	<p>Throughout each module pupils continue to work through STM Stages Listening Templates. Each lesson classes listen to a piece of music and answer questions regarding that piece of music to build vocabulary. This is then reinforced from lesson to lesson by listening to other pieces of music.</p>		
Make it Stick Focus	Reinforce understanding of musical notation through composition.	Reinforce understanding of melody and harmony by composing in new genre.	Reinforce understanding of musical notation Understanding of melody and harmony in a new genre.

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Physical Education	Subject: PE - Boys	Key Stage: 3	Year: 9
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Students will study all of the activities for modules 1 and 2 in any order / combination depending on the timetable.	Autumn Term		Spring Term		Summer Term	
	Table Tennis	Football	Health-Related Exercise	Rugby	Cricket	Athletics
Programme of Study <ul style="list-style-type: none"> • Topic (s) studies • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> · Health and safety – set up and pack away tables safely. · Advanced use of a variety of grip, stance, service, backhand and forehand shots including the use of spin · Rules – singles, doubles, service and scoring · Advanced use of defensive and attacking principles. · Application of skills/rules competitive games · Coaching and officiating in tournaments/ competitions 	<ul style="list-style-type: none"> · Health and safety- wearing appropriate equipment and checking of playing surface. · Advanced ball familiarisation · Advanced range of passing, receiving, shooting, tackling and dribbling skills · Basic Goalkeeping skills · Core rules Throw-ins, direct, indirect free kicks and offside. Developing defensive and attacking principles. · Conditioned games, 9-a-side Development of officiating and Table coaching. 	<ul style="list-style-type: none"> · Health and safety – principles of safe and effective exercise. · Components of physical and skill related fitness · Fitness testing and analysis of each component of physical and skill related fitness · Understanding heart rate measurements (resting and working). · Understanding how HRE applies to a range of sporting activities. · Devise and lead an appropriate fitness session. 	<ul style="list-style-type: none"> · Health and safety- wearing appropriate equipment and checking of playing surface. · Advanced passing, receiving, handling, running and beating an opponent. · Tackling, rucking, counter rucking, mauling, scrums, line-outs, kicking · Core rules – Offside, direction of passing, kicking, line-outs, scrums. Advanced defensive and attacking principles. · Conditioned games, 12-a-side Officiating and coaching. 	<ul style="list-style-type: none"> · Health and safety- wearing appropriate equipment and checking of playing surface. · Advanced throwing and catching on the move. · Batting – Development of drives and cuts. · Fielding skills- retrieving fast moving ball · Introduction to tactics – fielding positions Developing wicket keeping skills Bowling – use of spin, Conditioned games. Officiating, scoring and coaching. 	<ul style="list-style-type: none"> · Health and safety · Reviewing all athletics events, Track-hurdles, sprints, distance, · Field: Jumps: long, triple and High. · Throws: Shot, Javelin and discus. · Performing to maximum levels. · Officiating/coaching and leading of athletic events. · Analysing athletic performance to improve technique.
Make it Stick Focus	<ul style="list-style-type: none"> · Peer and self- assessment. · Ubersense analysis. · Use of assessment descriptors. 	<ul style="list-style-type: none"> · Application of skills, techniques and rules as a performer and official. · Peer and self- assessment. · Officiating of games. 	<ul style="list-style-type: none"> · Lead an appropriate fitness session. · Fitness techniques. · Peer and self- assessment. 	<ul style="list-style-type: none"> · Application of skills, techniques and rules as a performer and official. · Peer and self- assessment. · Officiating of games. 	<ul style="list-style-type: none"> · Application of skills, techniques and rules as a performer. · Peer and self- assessment. · Officiating/ scoring of games. 	<ul style="list-style-type: none"> · Performance analysis. · Times and distances. · Peer and self- assessment.

St Thomas More Catholic School

Striving for Excellence

Departmental Long Term Planning Grid



Department: Physical Education	Subject: PE - Girls	Key Stage: 3	Year: 9
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Students will study all of the activities for modules 1 and 2 in any order / combination depending on the timetable.	Autumn Term		Spring Term		Summer Term	
	Trampolineing	Netball	Health-related Exercise	Dance	Rounders	Athletics
Programme of Study <ul style="list-style-type: none"> • Topic (s) studies • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> · Health and safety · Reviewing spotting, straight jumping and safe landing · Developing height in jumps. · Jumps – Tuck, Pike, Straddle and twists- half and full. · Advanced landings – seat-seat, front- back, back-back. · Developing and embellishing sequences. · Coaching to improve performance. 	<ul style="list-style-type: none"> · Health and safety · Advanced throwing and catching, footwork, shooting · Advanced shooting and rebounding. · Advanced attacking principles and defensive principles. · Conditioned games, high five, ½ court, full court · Officiating and coaching full games. · Devise and lead warm up. 	<ul style="list-style-type: none"> · Health and safety · Components of physical and skill related fitness · Fitness testing and analysis of each component of physical and skill related fitness · Understanding heart rate measurements (resting and working). · Understanding how HRE applies to a range of sporting activities. · Devise and lead an appropriate fitness session. 	<ul style="list-style-type: none"> · Health and safety · Applying musicality- adapting to rhythm/beat. · Devising individual and group motifs · Familiarisation and application of dance vocabulary. · Utilising dance elements- unison, canon, levels, isolation, trigger and retrograde to form a unified piece. · Devising and applying group and individual choreography. · Honing performance skills. 	<ul style="list-style-type: none"> · Health and safety · Developed throwing, catching, balling and batting. · Developing fielding skills. · Developing tactics. · Conditioned games: Dutch rounder's, beat the ball , three ball rounder's. · Planning and leading a warm up. · Umpiring and coaching rounder's games. 	<ul style="list-style-type: none"> · Health and safety · Investigate all athletics events, Track-hurdles, sprints, distance, · Field: Jumps: long, triple and High. · Throws: Shot, Javelin and discus. · Performing to maximum levels. · Officiating/coaching and leading of athletic events. · Analysing athletic performance to improve technique.
Make it Stick Focus	<ul style="list-style-type: none"> · 8-10 bounce routine with appropriate level challenge. · Peer and self- assessment · Ubersense analysis 	<ul style="list-style-type: none"> · Application of skills, techniques and rules as a performer, official and coach. · Peer and self- assessment 	<ul style="list-style-type: none"> · Lead an appropriate fitness session. · Fitness techniques · Peer and self- assessment 	<ul style="list-style-type: none"> · Performance · Self and peer assessment · Video analysis / Ubersense. 	<ul style="list-style-type: none"> · Application of skills, techniques and rules as a performer, official and coach. · Peer and self- assessment 	<ul style="list-style-type: none"> · Performance analysis. · Times and distances · Peer and Self- assessment.



Departmental Long Term Planning Grid

Department: Religious Education	Subject: RE	Key Stage: 3	Year:9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • What was it like to live at the time of Jesus? • Who was Jesus? • What does it mean to be one of Jesus' disciples? 	<ul style="list-style-type: none"> • The meaning and challenges of vocation • How can Christians live a good life? • Should Christians help the poor? 	<ul style="list-style-type: none"> • Foundations of Christian living • Forms of religious expression in music and art • Judaism and Community • Law and Justice in the UK
Make it Stick Focus	<ul style="list-style-type: none"> • Revising key words • Comprehension exercises • Practice questions • Re-visiting previous topics 		

Departmental Long Term Planning Grid



Department: Science	Subject: Biology	Key Stage: 3	Year: 9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Respiration and applications - respiration and gas exchange including diffusion • Huff and puff and beating hearts - breathing system, blood and circulation • Fighting disease and immune response(6) 	<ul style="list-style-type: none"> • Homeostasis to include control of blood sugar, diabetes and excretion/kidney • Worshipping plants 2 - to include photo recap, practical work on limiting factors (data analysis and conclusions) 	<ul style="list-style-type: none"> • Introduction to GCSE - Key concepts
Make it Stick Focus	<ul style="list-style-type: none"> • Structure of the breathing system and the exchange of gases in the alveoli. • Investigating the process of diffusion. • Components of blood and their functions • Specialised cells • Structure of the heart and the differences between the arteries, veins and capillaries, • Micro-organisms and disease • The role of white blood cells in defence including antibodies and antigens. 	<ul style="list-style-type: none"> • The role of insulin in controlling blood sugar. • The role of the kidney in excreting waste and controlling the amount of water in the blood. • Photosynthesis • Investigating the rate of photosynthesis including limiting factors such as light, temperature and carbon dioxide. 	<ul style="list-style-type: none"> • Revisit the structure of plant and animal cells including adaptations of specialised cells such as sperm. • Using the microscope to observe plant and animal cells.

Departmental Long Term Planning Grid



Department: Science	Subject: Chemistry	Key Stage: 3	Year: 9
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	Autumn Term	Spring Term	Summer Term
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	<ul style="list-style-type: none"> • Particle theory and conservation of mass • Collision theory and rates of reaction • The atom • Metals and non-metals 	<ul style="list-style-type: none"> • Reactions revisited • The reactivity series • Fuels • Combustion 	<ul style="list-style-type: none"> • Green chemistry
Make it Stick Focus	<ul style="list-style-type: none"> • Retrieval practice through testing spaced throughout • Production of summary sheets 		

Departmental Long Term Planning Grid



Department: Science	Subject: Physics	Key Stage: 3	Year:9
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	Module 1	Module 2	Module 3						
Programme of Study <ul style="list-style-type: none"> • Topics studied • Key skills taught / developed / assessed 	Forces & Motion <ul style="list-style-type: none"> • Pressure • Atmospheric and Hydrostatic Pressure • Stretching & Compression • Floating & Sinking • Moments Earth & Space <ul style="list-style-type: none"> • Gravity Mass & Weight • Orbits & Freefall • Red-shift and Hubble's Law • Origin & Fate of the Universe M1 Test <ul style="list-style-type: none"> • M1 review 	Energy <ul style="list-style-type: none"> • Energy Types and Transfers • Gravitational and Kinetic Energy • Conservation of Energy • Electrical Power and Energy • Kilowatt-Hour and Cost of Electricity Electricity & Magnetism <ul style="list-style-type: none"> • Magnetic Materials and Fields • Electromagnets and Their Uses • Atomic Model and Static Electricity • Uses & Dangers of Static Electricity M2 Test <ul style="list-style-type: none"> • M2 Review 	Waves <ul style="list-style-type: none"> • Sound and Ultrasound • Total Internal Reflection and Fibre Optics • Absorption and Reflection of Coloured Light • Colour Mixing and Filters Revision <ul style="list-style-type: none"> • Force and Motion • Earth and Space • Energy • Electricity and Magnetism • Waves End of Key Stage Exam <ul style="list-style-type: none"> • End of Year Review Matter <ul style="list-style-type: none"> • Changes of State & Latent Heat • Specific Heat Capacity 						
	Key Skills <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; padding: 5px;">Rearranging and applying equations</td> <td style="width:33%; padding: 5px;">Planning to reduce errors</td> <td style="width:33%; padding: 5px;">Write logically sequenced explanations linked to observations supported by complex scientific models and using complex scientific vocabulary.</td> </tr> <tr> <td style="padding: 5px;">Testing a Hypothesis</td> <td style="padding: 5px;">Recording & Analysing Data</td> <td></td> </tr> </table>				Rearranging and applying equations	Planning to reduce errors	Write logically sequenced explanations linked to observations supported by complex scientific models and using complex scientific vocabulary.	Testing a Hypothesis	Recording & Analysing Data
Rearranging and applying equations	Planning to reduce errors	Write logically sequenced explanations linked to observations supported by complex scientific models and using complex scientific vocabulary.							
Testing a Hypothesis	Recording & Analysing Data								
Make it Stick Focus	<ul style="list-style-type: none"> • Forces & Motion Assessed Task • Energy & Space Level Assessed Task • M1 Test on Forces & Motion Energy and Earth & Space 	<ul style="list-style-type: none"> • Energy Level Assessed Task • Electricity & Magnetism Assessed Task • M2 Test on Energy & Electricity & Magnetism 	<ul style="list-style-type: none"> • Waves Level assessed Task • M3 End of Year Test (all topics Y7-9 except matter which will be taught after the end of year test). 						