



COMPASS INTERNATIONAL SCHOOL
DOHA

A NORD ANGLIA EDUCATION SCHOOL

Year 9



Overview

How To Support
Your Child

STEP Marking

Strength
Target
Effort
Pupil Response

At least once every half term, your teachers will mark your work using the **STEP** framework.

Strength

What have you done well in the piece of work. This will be specific and not comments such as 'well done'.

Target

This will tell you how you can improve your work. It could be a question, a task, a certain section to re-draft or to attempt the work again.

Effort

You will be given a number from 1-4 (1 the highest, 4 the lowest) which indicates how much effort you put into the work:

Number	What this means
1	This is an impressive piece of work. You have gone the extra mile and made excellent progress. You have acted on previous targets. The work is very well presented and you have proofread it carefully resulting in few errors.
2	This is a good piece of work. You have acted on previous targets to make progress. Care and attention has been taken with presentation and you have proofread it to reduce errors.
3	This is a satisfactory piece of work. It is at the lower end of what you are capable of and you can do better with more effort. You need to follow targets more carefully and take more care with your work. You may need to do parts of this again.
4	This is a poor piece of work. It is not reflective of your abilities and is rushed or lacks care and attention. You have ignored previous targets and not paid attention to success criteria. You will need to do this piece of work again. Clear instructions and deadlines must be set for this.

Pupil Response – Over to you!

Also known as *Dirt Time*, you will be given time in class to improve your work based on the feedback your teacher gave you. This may be the whole piece of work or a section of it and your teacher may tell you which part to improve or you may get to choose.

Your work will then be checked to make sure you have made the improvements. This might be through self-assessment, peer assessment, the teacher checking your work in the lesson or by marking it again.

Literacy Key

In addition to **STEP** Marking, teachers will also mark your work for literacy. They may pick out all or some of the following issues:

Text Mark	Margin Mark	Meaning
O	Sp	Spelling error – make a note of the correct spelling at the end of the work. Pupil rewrites 3 times.
O	P	Punctuation. Pupil corrects in work or re-do.
O	G	Grammar. Pupil corrects in work or re-do.
O	Caps	Capital letters. Pupil corrects in work or re-do.
/	NS	New sentence needed. Pupil corrects in work or re-do.
//	NP	New paragraph needed. Pupil corrects in work or re-do.
~	?	Expression is unclear or awkward; wrong word used; rephrasing is required. Pupil may need additional short questions to clarify or verbal support to correct.
U	-	Presentation of work – pupil must underline date, title or heading.
D or T	-	Date or Title missing.

Why are we doing this?

We want to motivate you to put the maximum amount of effort into your work.

We want you to become more independent and better at improving your work.

We want to help you become more confident in providing good feedback to your classmates.

We want to find even more ways to reward you.

Rewards



Art

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
	Sept – Mid Feb	Follow your dreams Graffiti stencils, stylisation and the art of social conscience.	Front of Sketchbook and 'Top Tips' Formative ongoing assessment. Self/peer and teacher.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscoossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
1		Why is Art important? Introduce project. Show GCSE Sketchbooks. Reinforce Assessment Objectives.		Collect digital or physical scrapbook of inspirational images.
2		Project introduction. Social Conscience. Can art change the world around us?		Research the Art of social change.
3		Analysis of Banksy Artwork. Wax resist and watercolour study of his work.	Drawing 'Top Tips'	
4		Research important current issues.		Explore your chosen issues in depth.
5		Research continued.		Make your presentation interactive and engaging.
6		Presentations to whole group.	Presentation 'Top Tips'	
7		Presentations to whole group.		
8		Analysis and comparison of anti-smoking posters.		Collect good examples of graphic design that alters and manipulates how we behave.
9		Mind mapping to develop ideas of symbolism and fuse symbols to create new meaning.		Use collage to reinvent, alter or subvert an advert.
10		Excellent GCSE Sketchbooks	Sketchbook & AO overview 'Top Tips'	
11		Still life studies of chosen objects	Still life 'Top Tips'	Use mixed media to alter the meaning of your chosen object with the use of materials.
12		Still life studies of chosen objects		
13		Still life studies of chosen objects		Explore straplines that are punchy and moving as inspiration for your own project
14		Design graffiti stencil and strapline		
15		Make graffiti stencil	Stencil 'Top Tips'	

Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
16	Sept – Mid Feb	Make graffiti stencil	Stencil ‘Top Tips’	Research graffiti that challenges our views and beliefs.
17		Spray stencils and select most effective piece.		
18		Project evaluation	Summative assessment to inform next project.	
	Mid Feb - June	Expressive Portraiture & Animation Painting, distortion, synaesthesia and mental health issues.	Front of Sketchbook and ‘Top Tips’ Formative ongoing assessment. Self/peer and teacher.	Useful Art websites: https://www.google.com/culturalinstitute/beta/ http://www.pbs.org/art21/ http://www.thisiscolossal.com/ www.vam.ac.uk www.nationalgallery.org.uk www.moma.org www.tate.org.uk http://www.mia.org.qa/en/ www.metmuseum.org www.thebritishmuseum.ac.uk www.nga.gov www.louvre.fr www.npg.org.uk https://www.artsy.net/
19	Learn how to take quality photos. History of photography and basic ‘how to course’. Steve McCurry and Ian Rankin.	Photography ‘Top Tips’	Use Pinterest and art websites above to discover inspirational portraiture. Youtube ‘Cooph’ photography instructional videos. Experiment with compositional tips and techniques.	
20	Media images and ideals of beauty. Ian Rankin ‘destroy’ project. Experiment and reinvent your own photo.		Collect scrapbook of portraits from magazines or online search and use collage to alter or subvert meaning. https://www.studentartguide.com/articles/creative-photography-ideas	
21	Portraiture proportion rules: Leonardo Da Vinci Vs. caricatures. Draw facial proportions.	Facial proportions ‘Top Tips’		
22	How to draw eyes nose and mouth		Practice drawing your facial features from a variety of angles using different pens.	
23	How to draw eyes nose and mouth			
24	Chalk and Charcoal: Adding tone and texture.	Chalk and Charcoal ‘Top Tips’		
25	Chalk and Charcoal: Adding tone and texture.			

Art (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
26	Mid Feb - June	Animation techniques: reverse stop frame. Special FX: Aardman, Ray Harryhausen		Explore stop frame by creating special FX make something destroyed reappear.
27		Visual Analysis compare and contrast Van Gogh, Frida kahlo, Andre Derrain, Kathe kollowitz, Hannah Cassidy, Eduard Munch, John Lautermilch, Egon Schielle, Hung Lui and Francis Bacon...	Art vocabulary and analysis	Explore Pinterest for exciting expressive portraiture. 'Student Art Guide' beautiful painting board.
28		Explore expressive brush marks and emotional colour palette. Painting on acetate.		Create an inner world box for your portrait inspired by Joseph Cornell.
29		Layer images to create new meaning using traditional and digital experiments.		
30		Research mental health issues and mindfulness/ relaxation techniques.		Explore the pattern work of Yahoï Kusama. Create your own 'mindfulness' pattern.
31		Continue research and present information to the group.		
32		Learn about typography and straplines	Graphics and Typographic 'Top Tips'	Choose 5 to 10 adjectives and redesign the text to visually illustrate the meaning of the word.
33		Apply typographic solutions to portraits and adverts to raise awareness of mental health, using straplines to encourage people to talk about these important issues.		Research and analyse Samaritans and Amnesty International poster campaigns for ideas.
34		Review and improve session		Use excellent sketchbook examples as guide to improving your own work.
35		Present projects with write ups to Hamad hospital including covering letters.		
36		Project evaluation and target setting	Summative assessment to inform next project.	

English

Week	Assessed KPIs	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1		Getting to Know You		<p>Read Theory: www.readtheory.org</p> <p>BBC Bitesize</p> <p>Quizlet – see teacher links</p> <p>Cahoot – see teacher links</p>
2		<p>Short Story Unit</p> <p>Students will study a variety of short stories and will write about them-then create their own story</p>		
3	1, 2, 3, 5		Short Story Comprehension	
4	8, 9, 11, 12, 13		Short Story Writing	
5		<p>Novel Study Unit</p> <p>Students will read and study one of the following:</p> <p>The Outsiders</p> <p>Private Peaceful</p> <p>Millions</p>		
6				
7				
8				
9	8, 10, 13, 14		Transactional writing based on novel (letter, diary, article etc)	
10				
11				
12	4, 6, 7,		IGCSE-type essay on analysis of key characters and themes from the novel	
13				
14				
15		<p>Drama Unit</p> <p>‘Romeo and Juliet’</p> <p>Students will explore the play through a combination of acting and discussion.</p>		
16				
17				
18				
19	15, 16, 17, 18		Students will do a performance and/or presentation based on what they have learnt from the play, followed by a question and answer session.	
20				
21	2, 3, 4 6		IGCSE-type essay on characters, themes, and Shakespeare’s stagecraft.	
22				

English (cont.)

<i>Week</i>	<i>Assessed KPIs</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
23				<p>Read Theory: www.readtheory.org</p> <p>BBC Bitesize</p> <p>Quizlet – see teacher links</p> <p>Cahoot – see teacher links</p>
24				
25		<p>Romantic Poetry Unit</p> <p>Students will study poems about a variety of Romantic poems and will write an IGCSE-type essay and produce their own poetry portfolio</p>		
26				
27	1, 2, 3, 6			
28			IGCSE - type poetry essay on themes and literary techniques of the poems studied	
29				
30	8, 11		Poetry portfolio	
31		End of Year Exam Preparation Recap on all skills taught		
32				
33			Formal Comprehension / Writing Task	
34				
35				
36				

French

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	September	Technology – using social media	Writing, listening and reading assessments, as well as oral assessment	Worksheets / booklets
2		Giving opinions of other people		
3		Arranging to go out		
4		Describing a date		
5	October	Describing a concert	Unit 1 assessment	Linguascope Languagesonline Wordreference.com
6		Topic revision		
7		In-class assessment		
8		The human body		
9	November	Sports and Fitness	Unit 2 assessment	Dictionaries in class Text book Laptops
10		Healthy Eating		
11		Making plans to get fit		
12		Topic revision		
13	December	In-class assessment	Unit 3 assessment	iPads
14		Describing jobs		
15		Learning languages		
16		Mini-assessment		
17	January	Describing the future and the past	Unit 4 assessment	
18		Describing Jobs		
19		Topic Revision		
20		Assessment.		
21	February	Discussing Holidays	Unit 5 Assessment	
22		Using the conditional tense		
23		Reflexive verbs		
24		Further holiday descriptions		
25	March	Tourist Attractions	Unit 5 Assessment	
26		Topic Revision		
27		In class assessment		
28		My Rights		
29	April	What's important to me	Unit 5 Assessment	
30		Shopping		
31		What makes you happy		
32		Topic Revision		
33	May	Assessment	Unit 5 Assessment	
34		Examination feedback		
35		Intro to IGCSE French		
36		Intro to IGCSE French		
37	June	Intro to IGCSE French	Unit 5 Assessment	
38		Intro to IGCSE French		
39		Intro to IGCSE French		
40		Intro to IGCSE French		

Geography

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	Unit 4: International Development Rich World, poor world/ an unequal world What is development?		Geog. 3 textbook – School resource – Unit 4
2		Measuring & mapping development What is a development indicator?		Geographer online/KS3 Development
3		What is the Human Development Index Using Gap minder (ICT) mapping HDI		https://www.thegeographeronline.net/
4		Malawi: a developing country Singapore: a developed country		
5		How did the development gap grow? P1 How did the development gap grow? P2		http://www.geographypods.com/
6	October	Escaping poverty Putting an end to poverty		
7		What is Debt Why do countries get into debt?		
8		Revision	Formative assessment	
9	November	What is aid Different types of aid	Assessment feedback	
10		What is Water Aid? An investigation and presentation on Water Aid		https://www.wateraid.org/us/
11		Trade/How does trade effect Development World Trade Organisation		
12		Trading Game 1 Trading Game 2		
13		What is fair trade/ supply chain Case study of fair trade bananas		
14	December	Sustainable Development Goals group work/ group presentations		
15		Revision	End of Unit test	
16	January	Fieldwork skills and techniques What are questionnaires? Experiment. Designing questionnaires	Assessment feedback	Various skills textbooks in the departments https://www.ordnancesurvey.co.uk Go to map zone
17		Data Representation/representing information/graphs/ visual ideas Data representation of experiments/poster		https://www.thegeographeronline.net Go to skills section
18		Writing a Hypothesis/What is a Hypothesis? Testing a Hypothesis		
19		Why is fieldwork important? Planning a piece of fieldwork		
20		Looking at IGCSE Fieldwork questions. Completing a past paper 4 IGCSE	Formative Assessment	

Geography (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
21	February	Mini field-work CISK Field-work data representation	Assessment feedback	
22		Investigating rivers – fieldwork practise. Investigating rivers – field work P2		
23		Investigating Weather instruments. Complete Weather Instrument Booklet fieldwork questions.		
24	March	What is a fieldwork sketch/why is it important. Drawing a field work sketch.		
25		Annotating field work sketches and geographical photographs. Analysing satellite photographs.		
26		Revision = field work techniques	End of Unit Test	
27	April	Unit 5: Our Restless Planet A slice through the earth/ the earth's layers	Assessment feedback	Geog.3 textbook – School resource – Unit 4
28		Plate tectonics/ learning about the 4 different plates and their movements		https://www.bbc.com/education Go to topics/plate tectonics/volcanoes
29		What is an earth quake and how do they happen/how are they measured		http://www.geographypods.com/ http://www.geographypods.com/3-volcanoes.html
30	May	An earthquake in Southwest China: Case study/written project	Formative written assessment	http://www.geographyalltheway.com/ 14/16 IGCSE/Natural Environments
31		What is a Tsunami? Case study project on the Asian Tsunami of 26/12/04	Assessment feedback	Lots of YouTube videos/ search Tsunamis; Japanese Tsunami/India Ocean Tsunami https://www.youtube.com/
32		What are the characteristics of volcanoes? A study of Iceland a country made by volcanoes		
33		Why do people chose to live in a danger zone?		
34	June	Revision	End of Year Exam (all units studied)	
35		Mini Country study project (Russia/China or Asia)	Exam feedback	Geog.3 textbook – School resource Unit 6
36		Mini Country study project (Russia/China or Asia)		Geog.2 textbook – School resource Unit 7

History

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	September	The Long Term Causes of WW1		
2		The Short Term Causes of WW1		
3		The July Crisis of 1914		
4		What was the most important cause of WW1? Assessment	Yes	
5		Why did Stalemate develop on the Western Front?		
6	October	Major Battles of WW1		
7		Why did WW1 end in 1918		
8		The Treaty of Versailles		
9		WW1 Assessment	Yes	
10	November	Assessment Review		
11		Russian Revolution (Communism)		
12		Rise of Fascism (Nazism)		
13		Atomic Weapons		
14	December	Cold War - Korea		
15		Cold War - Cuba		
16		Cold War - Vietnam		
17	January	20th Century Conflict Assessment	Yes	
18		The Holocaust (1)		
19		The Holocaust (2)		
20		The Holocaust (3)		
21	February	The Holocaust (4)		
22		The Holocaust Assessment	Yes	
23		Assessment and Target Review		
24	March	20 th Century Change – USA (1)		
25		20 th Century Change – USA (2)		
26		20 th Century Change – Peaceful Protest (1)		
27	April	20 th Century Change – Peaceful Protest (2)		
28		20 th Century Change –Pushing for change		
29		20th Century Change Assessment	Yes	
30	May	Assessment and Target Review		
31		Course Review/Revision		
32		End of year exam Preparation		
33	June	End of year exam Preparation		
34		End of Year Exam	Yes	
35		Assessment Review		
36		The end of History?		

ICT

Week	Month	Units and Sub Topics		Formal Assessment	Support and Challenge Resources	
1	September	Spreadsheets Pt 2	Basic Formatting, Formulas and Functions		All resources available on the YAHMAD website.	
2			Functions and Absolute cell referencing			
3			Count Functions			Video Tutorials also available on the YAHMAD YouTube channel.
4			Sumif Functions			
5			If Statements and Nested Functions			
6			October	Lookup Functions		
7	Functions Review					
8	Spreadsheet Assessment					
Half-Term						
9	November	Python Programming	Python - Basics			
10			Python - Data Types and Concatenation			
11			Python - Input/Output (Printing Statements)			
12			Python - IF/Nested Conditions			
13	December		Python - Looping (For and While)			
14			Python - Assessment			
15						
End of Term						
16	January	Web Development HTML & CSS	Intro to web design (HTML)			
17			Creating Graphics to be imported into webpage			
18			Importing Content into webpage			
19			Creating New Pages and hyperlinking			
20	February		Creating web content (text, images)			
21			Half Term			
22			Creating Stylesheets (CSS - Text Styles)			
23	March		Creating Stylesheets (CSS - Table Properties)			
24			CSS & HTML Task 1			
25			CSS & HTML Task 2			
26		CSS & HTML Task 3				
End of Term						

ICT (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>		<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
27	April	Robotics PT1	Robotic - Basic Movement, Block Properties and Looping		All resources available on the YAHMAD website.
28			Robotic - Display Functionality		
29			Robotic - Random and Variables		
30	Robotic - Polling vs Parallel Processing, Touch and Light Sensor				
31	Robotics - Assessment			Resources will also be printed	
32					
33	May				
Half-Term					
34	June	Databases	Creating Database Structure and Importing Data		
35			Use of Search Criteria (intro to databases)		
36			Present data (Reports)		

Maths

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1		Decimals		www.hegartymaths.com www.myimaths.com www.corbettmaths.com
2				
3		Special numbers and powers		
4				
5		Fractions		
6			Test 1	
7		Algebraic Manipulation		
8				
9		Indices & Standard Form		
10				
11		Percentages		
12			Test 2	
13		Expressions, Formulae, Rearranging Equations		
14				
15		Constructions & Bearings		
16				
17		Linear Equations & Inequalities		
18			Test 3	
19		Compound measures & Real life Graphs		
20				
21		Linear Graphs		
22				
23		Simultaneous Linear Equations		
24			Test 4	
25				
26		Pythagoras' Theorem & Trigonometry		
27				
28				
29				
30			EXAM	
31				

Music

Week	Month	Units and Sub Topics	Vocabulary
1	September	Dance Music Lesson 1	Dance: Periods, dances, times signatures and instrumentation: Renaissance – pavane (2/2) – viols, crumhorns and side drums Baroque – gigue (6/8) – oboes, trumpets, timpani, strings Classical – minuet (3/4) – double woodwind, horns, trumpets, timpani, strings Romantic – waltz (3/4) – double/triple woodwind, full brass, harp, strings Modern – disco (4/4) – electric/bass guitars, drum kits, piano, strings Contemporary – dubstep (4/4) – electronic drum machine, samplers, synths
2		Dance Music Lesson 2	
3		Dance Music Lesson 3	
4		Dance Music Lesson 4; KS3 Listening Test 13	
5	October	Dance Music Lesson 5; KS3 Listening Test 13	Berio Instrument families, notation Mendelssohn Motive, rhythm
6		Dance Music Lesson 6	
7		Dance Music Lesson 7	
8	November	Dance Music Lesson 8	Minimalism: Motif, Ostinato, Note Addition, Note Subtraction, Canon, Layering, Augmentation, Diminution, Phasing, Phase-shifting
9		JCC - Berio – Exploring Extended Techniques; KS3 Listening Test 14	
10		JCC - Berio – Exploring Extended Techniques; KS3 Listening Test 14	
11		JCC - Mendelssohn – What a Dot Can Do	
12	December	JCC - Mendelssohn – What a Dot Can Do	
13		Compose Yourself (Focus 10)	
14		Compose Yourself (Focus 10)	
15	January	Minimalism Lesson 1	
16		Minimalism Lesson 2	
17		Minimalism Lesson 3	
18		Minimalism Lesson 4	
19		Minimalism Lesson 5; KS3 Listening Test 15	
20	February	Minimalism Lesson 5; KS3 Listening Test 15	

Music (cont.)

Week	Month	Units and Sub Topics	Vocabulary
21	February	Latin Music Lesson 1	Latin Music: Samba Instruments: Tamborim, Caixa de Guerra (War Box), Cuíca, Repinique, Chocalho, Surdo (bass drum) Tango Instruments: bandoneon, violin, piano and bass Habañera (dotted) rhythm First inversion chords Descending bass line Perfect cadence
22	March	Latin Music Lesson 2	
23		Latin Music Lesson 3	
24		Latin Music Lesson 4	
25		Latin Music Lesson 5; KS3 Listening Test 16	
26		April	
27	Compose Yourself (Focus 12)		
28	Compose Yourself (Focus 12)		
29	Romantic Music Lesson 1		
30	May	Romantic Music Lesson 2	
31		Romantic Music Lesson 3	
32		Romantic Music Lesson 4; KS3 Listening Test 17	
33		Romantic Music Lesson 5; KS3 Listening Test 17	
34		June	Romantic Music Lesson 6
35	JCC - Beethoven – Building Towards a Climax; KS3 Listening Test 18		
36	JCC - Beethoven – Building Towards a Climax; KS3 Listening Test 18		
37	JCC - Beethoven – Building Towards a Climax		

Science

Week	Month	Units and Sub Topics	Formal Assessment	Support and Challenge Resources
1	September	9E Making materials About ceramics Polymers		<p>Exploring Science textbook</p> <p>Support and Challenge worksheets provided for each section.</p> <p>This includes skills which are assessed throughout the year such as:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Skill 1: Planning, identifying and controlling variables</p> <p>Skill 2: Using laboratory equipment safely</p> <p>Skill 3: Using a range of equipment to collect data</p> <p>Skill 4: Presenting tables and graphs</p> <p>Skill 5: Processing and describing data</p> <p>Skill 6: Drawing conclusions, evaluating methods and suggesting improvements</p> </div> <p>BBC bitesize KS3 Science revision on youtube</p>
2		Composite materials Problems with materials		
3		Recycling materials Problems with materials	End of Unit test	
4	October	9I Forces and Motion Forces and movement Energy for movement		
5		Speed Turning forces		
6		More machines Supplying the energy	End of Unit test	
7	October/November	9A Genetics and evolution Environmental variation Inherited variation		
8	November	DNA Genes and extinction		
9		Natural selection	End of Unit test	
10		9F Reactivity Types of explosion Reactivity		
11		Energy and reactions Displacement		
12		Extracting metals Alfred Nobel	End of Unit test	
13		November/December	9J Force fields and magnets Force fields Static electricity	
14	December	Current electricity Resistance		
15		Electromagnets Humans in space	End of Unit test	
16	January	9B Plant growth Reactions in plants Plant adaptations Plant products		
17		Growing crops Farming problems		
18		Organic farming	End of Unit test	

Science (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
19	February	9G Chemistry revision and projects Separating substances Chemical reactions		Exploring Science textbook Support and Challenge worksheets provided for each section. This includes skills which are assessed throughout the year such as:
20		Physical and chemical The periodic table Earth and atmosphere		
21		Project 1: Carbon Capture Project 2: Electrolysis investigation Project 3: Nanoparticles	Project	
22	March	9K Physics revision and projects Models in science Energy Forces		<div style="border: 1px solid black; padding: 5px;"> Skill 1: Planning, identifying and controlling variables Skill 2: Using laboratory equipment safely Skill 3: Using a range of equipment to collect data Skill 4: Presenting tables and graphs Skill 5: Processing and describing data Skill 6: Drawing conclusions, evaluating methods and suggesting improvements </div>
23		Waves and fields Machines		
24		Project 1: Ears and eyes Project 2: Going faster Project 3: Speed limits	Project	
25	April	9C Biology revision and projects Cells, systems and movement Other organ systems Reproduction (plants) and health		
26		Energy in ecosystems Genetics and evolution		
27		Project 1: Animal struggling Project 2: Enzyme investigation Project 3: Teeth	Project	
28	May	9H Chemistry transition to iGCSE Art and Chemistry Ions Energy transfers		BBC bitesize KS3 Science revision on youtube
29		Rates of reaction Chemical equations		
30		Equilibria		

Science (cont.)

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
31	May/June	9D Biology transition to iGCSE Threat from diseases Disease Control systems		Exploring Science textbook Support and Challenge worksheets provided for each section. This includes skills which are assessed throughout the year such as:
32		Testing medicines Ecology		
33	In and out (SA:VOL and osmosis) Combatting pandemics			
34	9L Physics transition to iGCSE Differences (potential, temperature, density and pressure) Fields		Skill 1: Planning, identifying and controlling variables	
35	Cause and effect Links between variables		Skill 2: Using laboratory equipment safely	
36	June	Models Physics research		
				Skill 4: Presenting tables and graphs
				Skill 5: Processing and describing data
				Skill 6: Drawing conclusions, evaluating methods and suggesting improvements
				BBC bitesize KS3 Science revision on youtube

Spanish

<i>Week</i>	<i>Month</i>	<i>Units and Sub Topics</i>	<i>Formal Assessment</i>	<i>Support and Challenge Resources</i>
1	September	Fashion	On-going formative and summative Students will have regular vocab tests as well as assessed homework	Zoom 2 textbook Zoom 2 workbook Languagesonline.org.uk
2		Styles and Eras of Fashion		
3		Buying Clothes		
4		Shops and Comparisons		
5	October	Different Types of Clothing	Assessment 1 Listening, reading Speaking, writing	Linguascope.com Memrise.com
6				
7		Leisure		
8		Shopping for food	Quizlet.com	
9	November	Holidays and Interests		
10		Opinions and descriptions of events		
11		Past tense events		
12			Assessment 2 Listening, reading Speaking, writing	Wordreference.com
13	December	Visiting Madrid		
14		Future Plans		
15		Buying Tickets		
16		Days out and Excursions	Assessment 3 Listening, reading Speaking, writing	
17	January	Directions and Prepositions		
18				
19		Health and Well-being		
20		The Human Body	Wordreference.com	
21	February	Illness and Injury		
22		Sports and Risks		
23		Sports Injuries		
24			Assessment 4 Listening, reading Speaking, writing	
25	March	My Future		
26		Future careers and dream jobs		
27		Pocket money and how you earn it		
28		Future Studies	Wordreference.com	
29	April	Dream Job		
30				
31		My World		
32		Looking at environmental problems	Assessment 5 Listening, reading Speaking, writing	
33	May	How can I help?		
34		Exam Preparation		
35				
36	June			