



Year 9 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Of Mice and Men	Horror Reading and Writing	My Life My Choices	Lang and Lit Skills	A Christmas carol	A Christmas carol
Maths	Module 1: Number Skills (3 weeks) Module 2: Statistical diagrams & Averages (3 weeks) Module 3: Sequences (2 weeks)	Module 4: Ratio & Proportion (3 weeks) Module 5: Percentages (2 weeks) Module 6: Angles & Transformations (2 weeks)	Module 6: Angles & Transformations (2 weeks) Module 7: Constructions & Loci (2 weeks)	Module 8: Algebraic Manipulation (3 weeks) Module 9: Length. Area & Volume (3 weeks)	Module 10: Linear Graphs (3 weeks) Module 11: Right-angled Triangles (2 weeks)	Module 11: Right-angled Triangles (1 week) Module 12: Probability (2 weeks) END OF YEAR EXAMS & REVISION
Science	Biology - Cell Biology	Chemistry - Atomic Structure and the periodic table Physics – Particle model of matter.	Biology - Organisation	Chemistry – Hydrocarbons and chemical analysis	Physics – Structure of the atom and radioactivity. Chemistry – Sustainable development	Preparation for end of year examination, re-teaching and enrichment.
History	America: Opportunity and Inequality Part 1 • The 'Boom': benefits, advertising and the consumer society; hire purchase; mass production; • Social and cultural developments: • Divided society: organised crime, prohibition and their impact on society; Racism, KKK, the Red Scare and the	America: Opportunity and Inequality Part 2 • American society during the Depression • The effectiveness of the New Deal on different groups in society: successes and limitations • The impact of the Second World War: America's economic	America: Opportunity and Inequality Part 3 • Post-war American society and economy • Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s • America and the 'Great Society': the	Health and the People Part 1 • Medieval medicine • Medical progress • Public health in the Middle Ages	Health and the People Part 2 • The impact of the Renaissance on Britain • Dealing with disease • Prevention of disease	Health and the People Part 3 • The development of Germ Theory and its impact on the treatment of disease in Britain • A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, • Improvements in public health

	significance of the Sacco and Vanzetti case	recovery and social developments	social policies of Presidents Kennedy and Johnson			
Geography	Unit 2, Topic 6: Dynamic Development What is development? How can development be measured? What has led to uneven development? Are LIDCs likely to stay poor? What global connections influence development? What development strategies are the most appropriate?		Unit 1, Topic 3: Distinctive Landscapes What is a landscape? What makes a landscape distinctive? What are the physical landscapes of the UK? What physical processes shape our landscape? What are the key characteristics of known landscapes?	Unit 2, Topic 5: Urban Futures How is the global pattern of urbanisation changing? What does rapid urbanisation mean for cities? What is life like for people in a city? What are the challenges and opportunities in cities today? How can cities become more sustainable?		
RSE	Relationships Attitudes to same sex relationships Sacrament of marriage and evaluation of whether it is still important Attitudes to cohabitation and evaluation of changing attitudes Attitudes to sex outside of marriage Attitudes to contraception and evaluation religion vs science		Equality Racial inequality and inspirational historical figures Gender inequality and the impact of feminism Social inequality and the impact on different societies Attitudes to prejudice and discrimination Charities and organisations that work towards equality	Conflict Types of suffering incurring in the UK and globally Religious attitudes to peace and war Punishment and attitudes towards reformation and justice How religious organisations help those who are suffering Attitudes to forgiveness and reconciliation		
Spanish	Unit 1: Key content Key grammar Weather Present tense Irregular verbs in present tense Basic holiday details – countries, transport, companions Regular preterite tense, conjugation of ‘ir’ and ‘ser’ Irregular verbs in ‘l’ form in preterite tense Best and worst parts of holiday, accommodation, Using preterite and imperfect tense together Booking accommodation Problems with hotel room Using ‘usted’; Problems on holiday		School subjects, opinions and teachers ‘me gusta’ Comparatives Adjective agreement Qualifiers Uniform, colours, basic school details Rooms in school Comparing primary and secondary schools Negatives School rules and opinions Debating Infinitive structures	Unit 3: Family members Possessive adjectives Stem-changing verbs Describing people (personality and physical) Mobile phone uses and reasons ‘para’ + infinitive Present tense activities Present progressive/ gerund Different reading materials Comparing real books and e-books Using ‘ser’ and ‘estar’ Describing relationships Qualities of good friend Reflexive verbs		

		Plans for future exchange Future tense Asking questions in future tense School activities and achievements Direct object pronouns Using 'desde hace'	
Art	<p>Topic: Portraits</p> <ul style="list-style-type: none"> - Initial RECORDING relating to the theme - Initial RESEARCH into an artist relevant to theme - Initial RESPONSE using RESEARCH - Introduction of second RESEARCH - Development of RESPONSES creating various RECORDINGS - Development of ideas to create final RESPONSE <p>This will allow students to reflect upon themselves and how they can represent who they are in a visual manner. The artist explored will look at various different difficulties faced by individuals, helping them understand barriers faced by these artists and how they were overcome.</p>	<p>Topic: Food</p> <ul style="list-style-type: none"> - Initial RECORDING relating to the theme - Initial RESEARCH into an artist relevant to theme - Initial RESEARCH into healthy/unhealthy food - Initial RESEARCH in to colour theory to support - Initial RESPONSE using RESEARCH - Introduction of second RESEARCH - Development of RESPONSES creating various RECORDINGS - Development of ideas to create final RESPONSE <p>Students will be able to handle and work with food from observation. There will be a consideration of healthy and unhealthy food types and how visually these are presented and are more or less appealing. Students will be expected to understand different contextual sources considering how to promote healthy eating in a visual manner</p>	<p>Topic: Natural Forms</p> <ul style="list-style-type: none"> - Initial RECORDING relating to the theme - Initial RESEARCH into an artist relevant to theme - Initial RESPONSE using RESEARCH - Introduction of second RESEARCH - Development of RESPONSES creating various RECORDINGS - Development of ideas to create final RESPONSE <p>The understanding of natural forms will allow students to consider where the natural forms came from and how these can be sourced to support their initial ideas. Natural forms allow the budding artists to look closer at their local environment to consider the beauty that is surrounding them and the natural objects that have come from this.</p>
Computing/ICT	<p>Year 9 'Transition' Year</p> <p>The BTEC Tech Award is a vocational qualification intended to expose students to</p>		

	<p>the working world and introduce concepts and content that is related to how computers are used and designed for a particular purpose.</p> <p>Students will be required to consider how we interact with devices and why there are various ways to interact with them. There will be a discussion regarding the 4 main ways in which users could interact with a Device and how some are more effective than others. Students will be required to provide examples of various devices and interfaces. They will then be required to conduct a project, using a simple methodology and track and monitor their progress as they complete the task of creating their interactive device. The intention is to expose students to a variety of ways in which we as humans interact with the devices around us and how we do this effectively. In the process of completing the component students will need to follow a project management methodology.</p>				
Technology: Engineering	<p>During this project the students learn about the casting process as they design, develop their own pewter cast product. The students get the opportunity to follow the whole process from the initial mould design and manufacture through to the finishing of the product they have cast. Time permitting the students are able to experience both manual and CNC mould production techniques.</p> <p>-Casting and shaping metals</p> <p>Wider topics explored...</p> <p>-Exploring the origins of casting processes. -How is casting used in industry?</p>	<p>Although this project focusses on two specific areas of Design and Technology there are opportunities for teachers to explore many other related topics as an extension activity. The students learn about the different types of motion as they explore how mechanisms are used in a range of products and how energy can be generated and stored. They focus on the effect different gear ratios have on movement before using this concept in the manufacture of their own rechargeable wind up torch</p> <p>The types of mechanism</p> <p>-Exploring charging circuits and the components used.</p>	<p>The students work in small teams, competing to design, develop, manufacture and race a freewheeling, gravity powered vehicle. They explore the factors which affect the performance of their vehicles as they work with a range of materials, tools and processes to construct their racers.</p> <p>Forces and types of motion -Working from a design specification</p> <p>Wider topics explored...</p> <p>-From the fun soap box race to international competition between multinational companies.</p>		

	<p>-What products have been made using the casting process?</p>	<p>-Packaging design</p> <p>Wider topics explored...</p> <p>-Exploring the work of the famous inventor Trevor Bayliss and the wind-up radio he created for use in developing countries.</p>	<p>-Exploring the automotive engineering sector</p>
<p>Technology: GCSE D and T</p>	<p>During this project the students explore a range of design movements before selecting an appropriate style/theme which they use to influence their own unique clock design. The students work through the design process as they develop their own designer clock. Whilst the manufacture of the clock builds on their existing knowledge of the vacuum forming process the students develop their skills as they learn how to use CAD and the vinyl cutting process to add graphics to their products.</p> <p>-Exploring design styles</p> <p>-Applying CAD/CAM to product design.</p> <p>Wider topics explored...</p> <p>-Design styles and periods through history.</p> <p>-Exploring the work of famous designers.</p>	<p>This project builds on the student's knowledge of basic circuits as they learn how to design their own circuits. They will work through the design process to develop the style and shape of their own sweet dispenser before learning how to use basic electronic calculations to select the correct electronic components and connect them up effectively.</p> <p>-Circuit design and construction</p> <p>Wider topics explored...</p> <p>-What do we mean by corporate identity and branding?</p> <p>-What impact does branding have on society?</p>	<p>This project focusses on developing the student's graphical skills through the use of CAD. Although the students will need to draw on their existing modelling and making skills, the emphasis will be on designing and developing a product that will meet the needs of a specific target market. During the research stages of the project the students will learn about the importance of using anthropometric data to develop products which are comfortable and easy to use.</p> <p>-Graphical communication</p> <p>-Ergonomics and anthropometrics</p> <p>Wider topics explored...</p> <p>-How have children's games evolved?</p> <p>-What impact have technological developments had on children as they grow up?</p>
<p>Technology: Food</p>	<p>During year 9, students who have chosen to take GCSE food will create a variety of dishes.</p> <ul style="list-style-type: none"> This is the year that students will gain their general knowledge about the subject, learning more of the theory related to the GCSE and putting some of these into practice through practicals. Eatwell guide Using the cooker Personal, Food and Kitchen Hygiene Rules 4 Cs in Safety and Hygiene What sort of eater are you? Knife skills Planning of swiss roll 	<p>Students will carry on learning the basic knowledge needed for their GCSE through theory and practical lessons.</p> <ul style="list-style-type: none"> Protein Vegetarianism Vitamins Minerals Fats Functions of eggs Carbohydrates 	<p>Students will use this term to practice creating meals based on a brief.</p> <p>They will create a report explaining their choices.</p> <p>Students will then have to taste test or get other people to assess their foods and evaluate if their dishes met the criteria.</p> <p>Nea2.</p> <p>Students will use this term to practice creating meals based on a brief.</p> <p>They will create a report explaining their choices.</p>

	<ul style="list-style-type: none"> • Short crust pastry • How far has my Christmas dinner travelled? 				Students will then have to taste test or get other people to assess their foods and evaluate if their dishes met the criteria.	
PE	<p>Topic: Yr. 9 Boys - Table Tennis/Netball/Rugby/Football</p> <p>Yr. 9 Girls – Netball/Football/Basketball</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Performance and character – skills, techniques, ideas, sportsmanship and attitude. • Decision making – tactics and strategies. • Leadership and organisation – leading, officiating and lesson preparation. • Health and fitness – healthy active lifestyle and lifelong participation. <p>Brief outline of key concepts and skills learned.</p>	<p>Topic: Yr. 9 Boys - Table Tennis/Netball/Rugby/Football</p> <p>Yr. 9 Girls – Netball/Football/Basketball</p>	<p>Topic: Yr. 9 Boys – Fitness/OAA/Trampoline/Basketball</p> <p>Yr. 9 Girls – OAA/Fitness/Table Tennis/Hockey</p>	<p>Topic: Yr. 9 Boys - Fitness/OAA/Trampoline/Basketball</p> <p>Yr. 9 Girls – OAA/Fitness/Table Tennis/Hockey</p>	<p>Topic: Yr. 9 Boys – Athletics</p> <p>Yr. 9 Girls – Rounder's/Cricket</p>	<p>Topic: Yr. 9 Boys - Rounder's/Cricket</p> <p>Yr. 9 Girls – Athletics</p>

	<p>In year 9 students will be mastering the fundamental skills they learnt in year 7 and 8. Students will take on more leadership roles and responsibilities. Students who have selected to further study PE during their transition year will be introduced to the concept of which sports they will need to complete the practical element for the exam course.</p>					
PE: CNAT	<p>Topic: Unit R054 – Sport and the Media</p> <p>Brief explanation of content covered. Learning Objective 1 – Know how sport is covered across the media.</p> <p>Brief outline of key concepts and skills learned. How sport is covered by:</p> <ul style="list-style-type: none"> • television, • written press • radio 	<p>Topic: Unit R054 – Sport and the Media</p> <p>Brief explanation of content covered. Learning Outcome 2 - Understand positive effects that the media can have on sport</p> <p>Brief outline of key concepts and skills learned. Positive effects that media can have on sport -</p>	<p>Topic: Unit R054 – Sport and the Media</p> <p>Brief explanation of content covered. Learning Outcome 3 - Understand positive effects that the media can have on sport.</p> <p>Brief outline of key concepts and skills learned.</p>	<p>Topic: Unit R053 – Sports Leadership</p> <p>Brief explanation of content covered. Learning objective 1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p> <p>Brief outline of key concepts and skills learned.</p>	<p>Topic: Unit R053 – Sports Leadership</p> <p>Brief explanation of content covered. Learning objective 2 - Be able to plan sports activity sessions</p> <p>Brief outline of key concepts and skills learned. 1. Key considerations when planning sports activity sessions,</p> <ul style="list-style-type: none"> • objectives for the session 	<p>Topic: Unit R053 – Sports Leadership</p> <p>Brief explanation of content covered. Learning Outcome 3 - Be able to deliver sports activity session</p> <p>Learning Outcome 4 - Be able to evaluate own performance in delivering a sports activity session</p> <p>Brief outline of key concepts and skills learned.</p>

	<ul style="list-style-type: none"> internet 	<ul style="list-style-type: none"> increased exposure of minority sports, increased promotional opportunities, education increased income which benefits sport inspiring people to participate competition between sports and clubs 	<p>Negative effects that media can have on sport, i.e.</p> <ul style="list-style-type: none"> decline in live spectatorship loss of traditional sporting values media coverage of inappropriate behaviour of athletes, increased pressure on officials newspapers are dominated by a few sports saturation 	<ul style="list-style-type: none"> Different leadership roles and opportunities role-related responsibilities personal qualities which relate to leadership roles Leadership styles 	<ul style="list-style-type: none"> appropriate venue equipment needs supervision needs timing of activities introduction/conclusion of session basic warm up/cool down skills and technique development engaging organisation <p>2. Safety considerations when planning sports activity sessions, i.e.</p> <ul style="list-style-type: none"> risk assessments corrective action emergency procedures 	<ul style="list-style-type: none"> safe practice, i.e. organisation of group/activity safe supervision (e.g. as a leader, coach) delivery style, i.e. proactive/reactive demonstration/explanation communication skills, i.e. verbal, non-verbal, appropriate language, technical terms motivation techniques, i.e. encouragement, extrinsic motivators (e.g. rewards, prizes) activity-specific knowledge, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers adaptability, i.e. making adjustments in an activity that isn't working <p>Key aspects to consider in evaluating planning and delivery of a sports activity session, i.e.</p>
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						<ul style="list-style-type: none"> • What went well? – against the plan – against the delivery • What did not go well? – Against the plan– against the delivery? • What could be improved for the future? – against the plan – against the delivery
Dance	<p>Topic: Safe practice</p> <p>The topic of safe practice will be explored through the understanding of a warm up/cool down, a healthy diet, performance space and correct uniform. Students will lead their own warm up displaying their understanding of its importance.</p>	<p>Topic: Dance skills</p> <p>Set phrase- Students will take part in practical technique classes to learn how to use some physical and expressive skills (P/E) in a set dance phrase.</p> <p>Set phrase performance focusing on physical and expressive skills.</p>	<p>Topic: Dance Appreciation and performance skills.</p> <p>‘A Linha Curva’ Itzik Galili, learn set replica and analyse the performance focusing on the intention of the piece. Show performance pieces developing the skills learnt in term 1.</p> <p>Performance of A Linha Curva focusing on physical, technical and expressive skills (P/T/E).</p>	<p>Topic: Dance Appreciation and performance skills.</p> <p>‘Shadows’ Christopher Bruce, learn set replica and analyse the performance focusing on the intention of the piece. Show performance pieces developing the skills learnt in term 1.</p> <p>Performance of Shadows using P/T/E skills.</p>	<p>Topic: Choreography Workshop based classes to build choreography skills.</p> <p>Choreographic devices, stimulus, chance method.</p> <p>Small performance choreographed by the teacher and students</p>	<p>Topic: Choreography and media</p> <p>Duet/trio choreography, creating and performing. Students will develop a performance in a site sensitive space using the skills developed in the previous half term. They will choreograph, video and edit an on-screen performance. More developed choreography created by students in a site sensitive space.</p>
Drama	<p>Topic: Responding to a brief (component 3)</p> <p>Essential Question:</p>	<p>Topic: Responding to a brief (component 3)</p>	<p>Topic: Exploring the Performing</p>	<p>Topic: Exploring the Performing Arts (component 1)</p>	<p>Topic: Developing skills and techniques</p>	<p>Topic: Choreography and media</p>

	<p>How do we respond successfully to a piece of stimuli? Investigating how to use: Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>Essential Question: How do we respond successfully to a piece of stimuli? Investigating how to use: Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief Within this unit, students will be working on their original performance which they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>Arts (component 1) Essential Question: How do we research and explore different Practitioners? Investigating how to use: Examine professional practitioners' performance work. Explore the interrelationships between constituent features of existing performance material. Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context</p>	<p>Essential Question: How do we research and explore different Practitioners? Investigating how to use: Examine professional practitioners' performance work Explore the interrelationships between constituent features of existing performance material. Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context</p>	<p>within the Performing Arts (component 2) Essential Question: How do we add in techniques to a scripted performance? Investigating how to use: Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance Students will put in all the skills they have previously learnt to a scripted performance. Students will have an edited script which they will have to add their own style, form and structure to make it more interesting for their audience.</p>	<p>Duet/trio choreography, creating and performing. Students will develop a performance in a site sensitive space using the skills developed in the previous half term. They will choreograph, video and edit an on-screen performance. More developed choreography created by students in a site sensitive space.</p>
Music	Component 1		Component 1		Component 1	Component 1

	<p>Develop an appreciation of styles and genres of music</p> <p>Explore the stylistic features and characteristics of different styles of music</p> <p>Composition – chords and melody</p> <p>How to build a chord sequence.</p> <p>Primary and secondary chords</p> <p>Theory - Scales</p> <p>How to develop a melody</p> <p>Accompaniment styles</p> <p>Sibelius</p> <p>Component 1</p> <p>Pop Music – Blues/Jazz</p> <p>Analysis and listening skills</p> <p>Composition</p> <p>Theory – chords, inversions, key signatures</p> <p>Solo performance</p> <p>Ensemble performance</p>	<p>Pop Music – 1960’s to 1980’s</p> <p>Analysis and listening skills</p> <p>Solo performance</p> <p>Ensemble performance</p> <p>Component 1</p> <p>Film music</p> <p>Analysis and listening skills</p> <p>Identify features of film music aurally.</p> <p>Identify instruments of the orchestra aurally and visually</p> <p>Solo performance</p> <p>Ensemble performance</p>	<p>Film music - continued</p> <p>Compose a piece of film music which combine musical features to create effect.</p>	<p>Minimalism</p> <p>Analysis and listening skills</p> <p>Identify features of minimalist music aurally.</p> <p>Compose a piece of minimalist music which combine musical features to create effect.</p> <p>Solo performance</p> <p>Ensemble performance</p>									
Business BTEC	<p>Introduction to BTEC/GCSE</p> <p>Build knowledge and understanding of topics that require understanding to be able successfully complete the component 2 of the BTEC Enterprise qualification, based on a selection of topics from Theme 1/2 GCSE Business</p> <ol style="list-style-type: none">1. The role of business enterprise. 1.1.32. Customer needs 1.2.13. Market research. Conduct market research 1.2.24. Market segmentation 1.2.35. The marketing mix 1.4.3/ 2.26. Business revenue, cost & profits 1.37. Presentation –focus on communication and presentation skills.	<p>COMPONENT 2; Planning for and Pitching an Enterprise Activity</p> <p>Spring Term: A/B Explore ideas and plan for a micro-enterprise activity Pitch a micro-enterprise activity</p>	<p>Summer Term: C Review own pitch for a micro-enterprise activity</p>										
Business GCSE	<p>Autumn Term:</p> <p>Introduction to BTEC/GCSE</p>	<table><tr><td>Topics Theme 1</td><td>Key knowledge</td></tr><tr><td>1.1 Enterprise and</td><td>The dynamic nature of business. Risk and reward</td></tr></table>	Topics Theme 1	Key knowledge	1.1 Enterprise and	The dynamic nature of business. Risk and reward	<table><tr><td>Topics Theme 1 continued</td><td>Knowledge</td></tr><tr><td>1.4 To understand the business dynamic nature of</td><td><ul style="list-style-type: none">• The options for start-up and</td></tr></table>	Topics Theme 1 continued	Knowledge	1.4 To understand the business dynamic nature of	<ul style="list-style-type: none">• The options for start-up and		
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	<p>Build knowledge and understanding of topics that require understanding to be able successfully complete the component 2 of the BTEC Enterprise qualification, based on a selection of topics from Theme 1/2 GCSE Business</p> <ol style="list-style-type: none"> 1. The role of business enterprise. 1.1.3 2. Customer needs 1.2.1 3. Market research. Conduct market research 1.2.2 4. Market segmentation 1.2.3 5. The marketing mix 1.4.3/ 2.2 6. Business revenue, cost & profits 1.3 7. Presentation –focus on communication and presentation skills. 		<p>Entrepreneurship</p> <p>1.2 Spotting a business opportunity.</p> <p>1.3 putting a business idea into practice.</p> <p>Summer Term:</p> <p>1.3 Putting a business idea into practice continued</p>	<p>The role of business enterprise</p> <p>Customer needs</p> <p>Market research</p> <p>Market segmentation</p> <p>The competitive environment</p> <p>Business aims and objectives</p> <p>Business revenue, cost and profits</p> <p>Cash and cash flow</p> <p>Sources of business finance</p>	<p>1.5 Understanding external influences on businesses</p> <p>ideas comes about.</p> <p>How they identify opportunities through understanding customer needs and conducting market research. How businesses concentrating on survival and financial aspects.</p>	<p>small businesses.</p> <ul style="list-style-type: none"> • Business location • The marketing mix • Business plans • Business stakeholders • Technology. • Legislations • The economy <p>External influences.</p>	
Media	<p>Introduction to Media</p> <p>Representations of themselves through magazine front covers.</p> <p>Theory: Magazine front cover layouts</p> <p>Colour theory</p> <p>Practical: Use of studio</p> <p>Intro to photoshop</p> <p>Intro to indesign</p>	<p>Theorists</p> <p>Narrative structures:</p> <p>Propps theory- The Dark Knight</p> <p>Linear narrative/ non-linear narrative</p> <p>Todrov theory of equilibrium</p> <p>Barthes theory of enigma codes</p> <p>Binary opposition- Levi-Struss</p> <p>Genre: Variations and repetitions</p> <p>Steve Neales theory</p>	<p>Component 2: section A</p> <p>Audio Visual</p> <p>Looking at technical and visual codes-</p> <ul style="list-style-type: none"> • Camera shots • Lighting <p>Editing</p> <p>Looking at television genre including studing key sequesnce and representations of gende</p>	<p>Component 2: section A</p> <p>Audio Visual</p> <p>Comparisons between televisions programs</p> <p>Practical: Intro to Adobe Premiere by writing an opening sequence for a reality tv program focusing on Media Language, Audinces and representations.</p>	<p>Component 1: section B</p> <p>Radio Industry</p> <p>Focusing on Industry and Audience of The Archers.</p> <p>Component 2: Section B</p> <p>Music Video and online media</p> <p>Studying contemporary and older music videos and audience responses.</p> <p>Practical: create a website for a new pop group</p> <p>Create a music video for a new artist</p> <p>further work on premiere and introduction to web design.</p>		
Photography	<p>Topic: Looking Is Seeing</p>	<p>Topic: Rankin: Destroy</p>	<p>Topic: Angles and Viewpoints</p> <p>- Showing an understanding of recording skills</p>	<p>Topic: Technical Beginnings</p> <p>- Understanding the manual settings on a DSLR</p>			

	<ul style="list-style-type: none"> - Initial research into photographer Abba Richman - Recordings using the camera linking to research - Introduction to Photoshop basic skills - Creating a personal/ final response <p>This will allow students to understand how other contextual sources can influence and inspire a visual response. It will also encourage them to look at the world they live in with a different perspective.</p>	<ul style="list-style-type: none"> - Introduction of hand manipulation techniques - Photographer analysis and statement of intent - Development of own response to research - Creating a contact sheet and identifying successes/ areas for improvement - Development of manipulation techniques – Photoshop and hand - Introduction of second influence to develop ideas <p>Students will be given the opportunity to reflect upon how they can better understand themselves and those around them. Presenting an outcome that realises these intentions.</p>	<ul style="list-style-type: none"> - Recording using developed technical skills - Critique and refinement of recordings - Selection of most successful outcomes <p>This project will allow students to use the internet to source purposeful and relevant information to support their own learning. Understanding how they can rely on other sources to improve and refine their skills in different aspects of their life.</p>	<ul style="list-style-type: none"> - Development of technical skills further using aperture, shutter speed and manual focus - Implementation of the learnt skills when recording - Supporting the techniques with relevant photographer influence including analysis and statement of intent <p>This project will allow students to learn new skills and understand how to research different contextual sources to support the development of these new skills. The project layout will encourage students to build on an idea and create their own personal response.</p>
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Child Development	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO1: Understand reproduction and the roles and responsibilities of parenthood</p>	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO1: Understand reproduction and the roles and responsibilities of parenthood</p> <p>LO2: Understand antenatal care and preparation for the birth</p>	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO2: Understand antenatal care and preparation for the birth</p>	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO3: Understand postnatal checks, postnatal provision and conditions for development</p>	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO3: Understand postnatal checks, postnatal provision and conditions for development</p> <p>LO4: Understand how to recognise, manage and prevent childhood illnesses</p>	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO4: Understand how to recognise, manage and prevent childhood illnesses</p>
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