| In Year 9, students are in sets for English, Maths and Science. Students are taught in learning groups for all other subjects, except Design and Technology and Performing Arts, where they are in smaller groups of 20 students. Art, Drama, Music, Product Design, Food Technology and Textiles are all taught on a rotation, so students will study one performing arts subject and one subject in design and technology at a time. Citizenship and Religious Education are taught half termly. Personal Development (PSHE, RSE and Careers Education) is taught in tutor time twice a week, and on Search DaysIn year 9 students start to think about the subjects that they want to study in year 10 and 11. All students receive a one to one careers meeting with our careers advisor to support them to make informed decision about their options. Teachers teach using a common approach we call ‘[*How we Teach at Heartlands*](https://cdn.realsmart.co.uk/a4f2eec442dc510be34096846956cbfc/uploads/2022/08/26101058/How-We-Teach-at-Heartlands-Booklet-Digital.pdf)*’*. Every lesson begins with a ‘DO NOW’ which tests prior learning. We expect 100% of students to follow our routines so they can be successful. Our classroom habits include ‘paired talk’ and ‘cold call’ which teachers use to check attention as well as understanding. Students are expected to have ‘strong discussions’ where they give opinions back by evidence and listen to others. Teachers model answers before students then do independent practice. Students get live feedback in class and do two formal assessments a year.  |
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|  | **Half term 1** | **Half Term 2** | **Half Term 3** | **Half term 4** | **Half term 5** | **Half Term 6** |
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| **English**  | Blood Brothers | Diverse Voices | King Lear | London Poetry | Frankenstein | Gothic Literature |
| **Maths**  | Solving Equations | Line GraphsEquation of a line | Fractions and Percentages | Percentage Changes and Ratios | Mixed Ratio ProblemsCurrency ConversionSimilar Triangles  | Pythagoras TheoremTrigonometry |
| **Science**  | C1 ParticlesC2 Separating mixturesB1 Cell Level Systems | P5 EnergyP1 MatterB2 The circulatory system | B3 Coordination and control | P2 ForcesP6.1 On the Move | C2 Bonding | P6.2 Energy sourcesB2 Plant transport systems |
| **Geography** | How is the UK Changing? | Why is the Philippines so at risk? | Is our understanding of the world wrong?  |  What global issues face our world? | Paper 1 - (Ecosystems and Tropical Rainforests) |  Paper 1 (Hot Deserts) |
| **History**  | How far was Russia transformed by the Russian Revolution? Why did Hitler become so popular in Germany?  | What was the most significant event in the Second World War?What can we learn from the story of Leon Greenman about the Holocaust?  | Why have interpretations about the causes of the Cold War changed?Why did the world come to the brink of nuclear war in October 1962?  | How similar were the protests for freedom in the twentieth century?  | How far have migrants shaped Britain from 1066 to the present day? | Why was the trial of the Mangrove Nine portrayed so differently by the police and the black community it affected? |
| **Computing**  | What's Inside | Advance Programming | All About Data |
| **PE** | Rugby, Badminton, Netball, Volleyball, Basketball.Muscles used in sports | Trampolining, football.Methods of training and application through setbacks. | Health and Fitness/ Trampolining/ Table Tennis/ Football | Athletics Endurance/ Sprints/ Throws/ JumpsCricket |
| **Citizenship and Religious Education**  | Religious studies unit: Core concepts of religious and non-religious perspectives | Religious studies unit: Philosophy – What do religions believe about the afterlife? | Religious studies unit: What are the origins of the universe? Ethics – including environment, abortion and euthanasia | Relationships, Sex and Health education (RSHE) - Rights in relationships Citizenship: Introduction to Life in Modern Britain  | Citizenship: Life in Modern Britain - Is there such a thing as British identity?  | Citizenship: How does the media - What is the role of media in a democracy? |
| **French** | Theme 1: Identity and culture | Theme 1: Identity and culture | Theme 2: Local, national, international and global areas of interest | Theme 2: Local, national, international and global areas of interest | Theme 2: Local, national, international and global areas of interest | Theme 2: Local, national, international and global areas of interest |
| **Spanish**  | Theme 1: Identity and culture | Theme 3:My Studies, School Life, Further Study, Jobs & Future Plans | Theme 2: Local, national, international and global areas of interest | Theme 3:My Studies, School Life, Further Study, Jobs & Future Plans | Theme 2: Local, national, international and global areas of interest | Theme 1: Identity and culture |
| **Art/Music/Drama** | ArtIdentityStreet Art | MusicPermorning theme: The BeatlesPerforming theme: Musicals | DramaDevising DramaScript Drama |
| **Design and Technology**  | Product Design - Design Museum Night lamp Project  | Textiles - Developing a visual identity  | Food - Burger Project / developing two dish meals |