

CITIZENSHIP STUDIES						
YEAR 9	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	Theme 1: Life in Modern Britain What are the principles and values that underpin British society? Democracy, rule of law, individual liberty, tolerance of faith and beliefs, participation in community. Exploring multiculturalism and equality. Key factors that create individual, group, national and global identities. What do we mean by identity? Changes and movement of population over time and the impact on communities in the UK, the nature of immigrants and migration to and from the UK. Diversity.	What is the role of the media and free press? The rights and responsibilities and role of the media and a free press in informing and influencing public opinion, in providing a forum for the communication and exchange of ideas and opinions, holding those in power to account. The right of the media to investigate and report on issues of public interest subject to the need for accuracy and respect for people's privacy and dignity. Press regulation and examples where censorship is used.	What is the UK's role in the key international organisations? The UK's role within UN, NATO, EU, the Council of Europe, the Commonwealth and the WTO. The UK's membership of the EU and its impact on the UK. How the UK assists in resolving international disputes and conflicts. How NGO's respond to humanitarian crisis.	How can citizens make their voice heard and make a difference in society? The opportunities and barriers to citizen participation in democracy. The range of actions a citizen can take who wishes to hold those in power to account. The role of organisations in providing a voice and support for different groups in society. How those who wish to bring about change use the media.	Theme 2: Rights and Responsibilities What laws does a society require and why? The fundamental principles of law to ensure rights and freedoms, presumption of innocence and equality.	What are a citizen's rights and responsibilities within the legal system? The operation of the justice system: police, judiciary, legal representatives, courts, tribunals and other means of dispute resolution. Rights and legal entitlements of citizens. The differing legal systems within the UK.
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

ENGLISH						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 9	<p>Prose Unit : Face by Benjamin Zephaniah Respond and analyse fiction using inference skills and focusing on textual analysis on a word/sentence level.</p> <ul style="list-style-type: none"> <li>- Respond to key quotations</li> <li>- Main characters: feelings and attitudes</li> <li>- Perspectives on race/discrimination</li> <li>- Dramatic mood and tension</li> <li>- PETAZ skills (language analysis)</li> <li>- Sequencing and skimming</li> <li>- different writing types: play, report, letter, argument, personal writing</li> <li>- debating skills (writing at length)</li> <li>- Introduction to GCSE assessment objectives with a focus on AO1, AO2 and AO3 for reading.</li> </ul> <p>Speaking and Listening: Dramatic role play SPaG: Vocabulary builders, Grammar rules</p> <p>-</p>	<p>Black American Literature: Develop understanding of historical positioning and focusing language analysis with a consideration of contextual information. Looking at contributions from different cultures.</p> <p>Extracts to Study: Roll of Thunder, Hear my cry, I know why the caged Bird Sings, To kill a Mockingbird, The Hate U Give.</p> <p>Poets and other literary works: Tupac Shakur, Martin Luther King Jr speeches, Langston Hughes, Spoken word poets, Black American Muslim poets</p> <ul style="list-style-type: none"> <li>- read, understand and analyse challenging texts - appreciate the power of Black writers</li> <li>- analyse language using contextual information</li> <li>- characters and themes in Black American Literature</li> <li>- developing a viewpoint on racism and police brutality <ul style="list-style-type: none"> <li>- leaflet writing (informative)</li> <li>- essay style writing (lang analysis)</li> </ul> </li> </ul> <p>Speaking and Listening: Performance</p>	<p>Poems from Different Cultures Unit: representation of cultural identity in different poetical works and anlyase different perspectives.</p> <p>Poems to study: Presents from my Aunts, Nothing's Changed, On Pain, Half Caste</p> <ul style="list-style-type: none"> <li>- Understanding ideas about culture, inclusivity and respect</li> <li>- Poetic devices and effects</li> <li>- Contextual information: Africa/Apartheid</li> <li>- Religion and poetry - textual analysis of spiritual representations</li> <li>- annotation skills and writing an analytical argument</li> <li>- exploring authorial intent and applying contextual understanding to written works</li> <li>- poetry comparisons (essay writing)</li> </ul> <p>Speaking and Listening: Dramatic performance of poetry and spoken debates SPaG: revision of SPaG skills and further understanding of key terminology/exam terms.</p>	<p>Creative writing unit: to understand the concept of cultural heritage and to read, understand and explore works from different genres with a focus on creative writing</p> <p>Genres/text types and creative arts to explore: cultural legends and folklore, Cultural art and literature, media bias and prejudice, magazine writing,</p> <ul style="list-style-type: none"> <li>- personal writing and forming a response <ul style="list-style-type: none"> <li>- narrative writing devices</li> <li>- imagery and symbolism</li> </ul> </li> <li>- Summary and synthesis skills <ul style="list-style-type: none"> <li>- persuasive writing</li> <li>- formal writing</li> </ul> </li> <li>-editing and proofreading skills</li> <li>- reading for meaning</li> </ul> <p>Speaking and listening: Magazine pitches SPaG/vocab: Focus on spelling and punctuation rules and using punctuation for effect</p>	<p>Shakespeare: Othello - to read and understand challenging material from Shakespeare and form a response using both drama and writing.</p> <ul style="list-style-type: none"> <li>- Key Characters/ themes and contextual ideas</li> <li>- history and context of Shakesperean England</li> <li>- read and understand plot and key events <ul style="list-style-type: none"> <li>- analyse key soliloquys/acts</li> <li>- conventions of play writing</li> </ul> </li> <li>- AFOREST techniques and analysing bias/manipulation in texts/speech through the character of Iago</li> <li>- Structure, dramatic tension and plot twists</li> <li>- Film review (writing at length)</li> </ul> <p>Speaking and listening: Drama strategies such as: hot seating, conscience lines, freeze frames - produce a role play</p> <p>SPaG/Vocab/Language work: weekly spelling texts of tricky words, Shakespearean language and rules of grammar.</p>	<p>Speeches and Debates Unit: to understand how to debate effectively, discussing challenging themes from Shakespeare play and constructing counter arguments</p> <ul style="list-style-type: none"> <li>- appreciate British Values of inclusivity, tolerance and respect</li> <li>-debating issues surrounding race</li> <li>- effective organisation and structure</li> <li>- arguments and counter arguments</li> <li>- supporting evidence and emotional appeal</li> <li>- revision of AFOREST techniques (identifying and using effectively)</li> <li>- debating rules, format and etiquettes <ul style="list-style-type: none"> <li>- group debates and individual speeches/presentations</li> </ul> </li> <li>- Using MS PowerPoint for an effective presentation</li> <li>- Writing to inform, argue and persuade</li> </ul> <p>Speaking and listening: Group debates, individual speeches Vocab/SPAG/Lang: emotive vocabulary, rhetoric and higher level words. Spelling tests.</p>
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

MATHS						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 9	<ul style="list-style-type: none"><li>•Significant figures</li><li>•Upper and lower bounds 1</li><li>•Upper and lower bounds 2</li><li>•Using numbers in index form</li><li>•Measures</li><li>•Dimensions</li><li>•Length &amp; Area</li><li>•Compound measures</li><li>•Expressions &amp; formulae</li><li>•Index law 1</li><li>•Index laws 2</li><li>•Multiplying linear expressions</li><li>•Factorising expressions</li><li>•Identities</li><li>•Formulae</li><li>•Changing the subject of the formula 1</li><li>•Changing the subject of the formula 2</li></ul>	<ul style="list-style-type: none"><li>•Calculating with fractions</li><li>•Recurring decimals and reciprocals</li><li>•Percentage increase and decrease</li><li>•Reverse percentages</li><li>•Financial maths 1: Repeated percentage change</li><li>•Angle problems</li><li>•Angles in a polygon</li><li>•Circle properties</li><li>•Arcs and sectors</li><li>•Congruence</li><li>•The gradient of a straight line</li><li>•Graphs of linear functions</li><li>•Parallel and perpendicular lines</li></ul>	<ul style="list-style-type: none"><li>•Quadratic graphs 1</li><li>•Quadratic graphs 2</li><li>•Cubic graphs</li><li>•Distance - time graphs</li><li>•Real life graphs</li><li>•Time series</li><li>•Exponential and reciprocal graphs</li><li>•Order of operations</li><li>•Calculating with decimals</li><li>•Using a calculator</li><li>•Interpreting the calculator display</li><li>•Planning a statistical survey</li><li>•Data collection</li><li>•Frequency diagrams</li><li>•Moving averages</li><li>•The mean</li><li>•Correlation</li><li>•Cumulative frequency</li><li>•Interpreting data</li><li>•Comparing distributions</li><li>•Box plots</li></ul>	<ul style="list-style-type: none"><li>•Transformations</li><li>•Enlargements 1</li><li>•Enlargements 2</li><li>•Maps and scale drawings</li><li>•Similar shapes</li><li>•Consolidating linear equations</li><li>•Simultaneous equations 1</li><li>•Simultaneous equations 2</li><li>•Constructing simultaneous equations</li><li>•Solving simultaneous equations with graphs</li><li>•Solving inequalities</li><li>•Solving equations using trial and improvement</li><li>•Standard form for large numbers</li><li>•Standard form for small numbers</li><li>•Powers and operations</li><li>•Indices and surds</li><li>•Pythagoras' theorem</li><li>•Applications of Pythagoras' theorem</li><li>•Constructing a triangle</li></ul>	<ul style="list-style-type: none"><li>•Loci</li><li>•Position-to-term rules</li><li>•Position-to-term rules</li><li>•Quadratic sequences</li><li>•Behaviour of a sequence</li><li>•Shapes and trigonometry</li><li>•3D shapes</li><li>•Geometry</li><li>•Trigonometry 1</li><li>•Trigonometry 2</li><li>•Bearings</li><li>•Fractions and proportion</li><li>•Ratio and proportion</li><li>•Proportionality</li><li>•Proportion and scale</li><li>•Proportional reasoning</li><li>•Financial maths 2: Living on a budget</li><li>•Prediction and uncertainty</li><li>•Independent events</li></ul>	<ul style="list-style-type: none"><li>•Tree diagrams</li><li>•Probability of combined events</li><li>•Experimental probability</li><li>•Simulations</li><li>•Venn diagrams</li><li>•End of year exam revision and practice</li></ul>
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

SCIENCE						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 9	<p>Cell biology - Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism.</p> <ul style="list-style-type: none"> <li>•Eukaryotic and prokaryotic cells <ul style="list-style-type: none"> <li>•Animal and plant cells</li> <li>•Cell specialisation</li> <li>•Cell differentiation</li> <li>•Microscopy</li> <li>•Chromosomes</li> </ul> </li> <li>•Mitosis and the cell cycle <ul style="list-style-type: none"> <li>•Stem cells</li> <li>•Diffusion</li> <li>•Osmosis</li> </ul> </li> <li>•Active transport</li> </ul>	<p>Organisation - In this section we will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide.</p> <ul style="list-style-type: none"> <li>•Principles of organisation</li> <li>•The human digestive system</li> <li>•The heart and blood vessels <ul style="list-style-type: none"> <li>•Blood</li> </ul> </li> <li>•Coronary heart disease: a non-communicable disease <ul style="list-style-type: none"> <li>•Health issues</li> </ul> </li> <li>•The effect of lifestyle on some non-communicable diseases <ul style="list-style-type: none"> <li>•Cancer</li> <li>•Plant tissues</li> </ul> </li> <li>•Plant organ system</li> </ul>	<p>Infection and response - Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases in animals and plants.</p> <ul style="list-style-type: none"> <li>•Communicable (infectious) diseases <ul style="list-style-type: none"> <li>•Viral and bacterial diseases <ul style="list-style-type: none"> <li>•Vaccinations</li> </ul> </li> <li>•Antibiotics and painkillers</li> </ul> </li> <li>•Discovery and development of drugs <ol style="list-style-type: none"> <li>1.Potosynthetic reactions</li> <li>2.Rate of photosynthesis</li> <li>3.Uses of glucose from photosynthesis</li> </ol> </li> <li>4.Aerobic and anaerobic respiration</li> </ul> <p>Homeostasis and response –</p> <ol style="list-style-type: none"> <li>1.The human nervous system</li> <li>2.Human endocrine system</li> <li>3.Control of blood glucose concentration</li> </ol> <p>6.The use of hormones to treat infertility</p> <p>7.Feedback systems</p>	<p>Inheritance, variation and evolution</p> <ul style="list-style-type: none"> <li>•Sexual and asexual reproduction <ul style="list-style-type: none"> <li>•Meiosis</li> </ul> </li> <li>•DNA and the genome</li> <li>•Genetic inheritance</li> <li>•Inherited disorders</li> <li>•Sex determination <ul style="list-style-type: none"> <li>•Variation</li> </ul> </li> <li>•Evolution <ul style="list-style-type: none"> <li>•Selective breeding</li> <li>•Genetic engineering</li> </ul> </li> <li>•Evidence for evolution <ul style="list-style-type: none"> <li>•Fossils</li> <li>•Extinction</li> </ul> </li> <li>•Resistant bacteria</li> </ul>	<p>Classification of living organisms</p> <p>Ecology</p> <ul style="list-style-type: none"> <li>•Communities</li> <li>•Abiotic factors</li> <li>•Biotic factors</li> <li>•Adaptations</li> <li>•Levels of organisation</li> </ul> <p>•How materials are cycled</p> <ul style="list-style-type: none"> <li>•Biodiversity</li> <li>•Waste management</li> <li>•Land use</li> <li>•Deforestation</li> <li>•Global warming</li> </ul> <p>•Maintaining biodiversity</p>	<p>10.Waves</p> <p>Wave effects - Relate the impact of different types of waves on living cells to their frequency and the energy carried by the wave.</p> <p>Wave properties - Use the wave model to explain observations of the reflection, absorption and transmission of waves</p>
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

HISTORY					
Autumn term		Spring term		Summer term	
Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2



YEAR 9	<p>Paper 2 Section B: British Depth Studies including the Historic Environment Norman England (c1066-1100)</p> <ul style="list-style-type: none"><li>•Introduction to GCSE History and the topics students need to cover</li><li>•What I expect from GCSE History<ul style="list-style-type: none"><li>•The role of the Witan</li><li>•External and internal threats</li><li>•The culture within society</li></ul></li><li>•Timeline of the events during the Norman Conquest</li><li>•The Death of Edward the Confessor</li><li>•The Claimants and claims to the throne<ul style="list-style-type: none"><li>•Causes of the succession crisis</li><li>•Who had the strongest claim to the English throne?</li></ul></li><li>•Battles of Gate Fulford, Stamford Bridge, Hastings<ul style="list-style-type: none"><li>•Establishing control</li></ul></li><li>•Legacy of the resistance to 1087</li><li>•Feudal system and the church</li><li>•Inheritance and Domesday Book</li></ul>	<p>Paper 2 Section B: British Depth Studies including the Historic Environment Norman England (c1066-1100)</p> <ul style="list-style-type: none"><li>•What was life like in a Norman village?</li><li>•Anglo Saxon and Norman Life</li><li>•The Norman Church and Monasticism (In what ways did the Church change under the Normans?)</li><li>•What does study of cathedrals tell us about the Norman</li><li>•Norman Cathedrals (Durham Cathedral)</li><li>•Building of abbeys and monasteries (Battle Abbey)</li></ul> <p>GCSE Paper 1 Section A: Thematic Study Health and the People: c1000 to the present day</p> <ul style="list-style-type: none"><li>•Introduction to Health and the people topic</li><li>•What did people think caused illness in Medieval England?<ul style="list-style-type: none"><li>•Medieval hospitals</li></ul></li></ul>	<ul style="list-style-type: none"><li>•GCSE Paper 1 Section A: Thematic Study Health and the People: c1000 to the present day</li><li>•What did people think caused illness in Medieval England?<ul style="list-style-type: none"><li>•The Black Death: causes of the BD, why did different explanations of what caused the BD exist? Symptoms and BD cures</li></ul></li><li>•Renaissance ideas about the causes of disease<ul style="list-style-type: none"><li>•Changes between medieval and Renaissance</li></ul></li><li>•Continuity and change in beliefs about the causes of illness during the renaissance period</li><li>•Traditional and new methods of treatment<ul style="list-style-type: none"><li>•The Great Plague</li></ul></li><li>•Changes in care and treatment (Louis Pasteur, Robert Koch)<ul style="list-style-type: none"><li>•Germ theory</li></ul></li><li>•Who were vital in changing the care and treatment of sick patients?<ul style="list-style-type: none"><li>•Challenging medical authority</li></ul></li></ul>	<p>GCSE Paper 1 Section A: Thematic Study Health and the People: c1000 to the present day</p> <ul style="list-style-type: none"><li>•The growth of hospitals<ul style="list-style-type: none"><li>•John hunter</li></ul></li><li>•Edward Jenner and Cowpox<ul style="list-style-type: none"><li>•Medical progress</li><li>•Printing press</li></ul></li><li>•Changes and continuity in medicine</li><li>•Different factors that contributed to this change and continuity</li><li>•Development in surgery (anaesthetics)<ul style="list-style-type: none"><li>•Modern treatment of disease<ul style="list-style-type: none"><li>•Antisepsis</li></ul></li></ul></li><li>•Joseph lister and the first antiseptic surgery</li><li>•Second world war and development of penicillin<ul style="list-style-type: none"><li>•Alexander Fleming and penicillin</li><li>•Florey and Chain</li></ul></li><li>•Important individuals in surgery</li><li>•Medicine in the 20th century: Factors in medical developments</li><li>•War and technology's impact on medicine in the 20th century</li><li>•Life in 20th and 21st century Britain</li></ul>	<ul style="list-style-type: none"><li>•War and technolgy's impact on medicine (Laser, keyhole and radiation)</li><li>•The boer War vs. The British Army</li><li>•Beveridge Report and the Welfare State<ul style="list-style-type: none"><li>•The NHS</li></ul></li></ul> <p>Paper 1 Section B: Wider World Depth Study- Conflict and Tension (1918-1939)</p> <ul style="list-style-type: none"><li>•Exam structure</li><li>•Treaty of Versailles</li><li>•Paris Peace Conference 1919</li><li>•Aims of the Big Three</li><li>•Woodrow Wilsons Fourteen points</li><li>•Terms of the Treaty</li><li>•Why did the Germans hate the Treat so much?</li><li>•The league of Nations and international peace</li><li>•The formation and membership of the league of nations</li></ul>	<p>Paper 1 Section B: Wider World Depth Study- Conflict and Tension (1918-1939)</p> <ul style="list-style-type: none"><li>•The League of Nations: its formation and covenant</li><li>•Organisation and the Leagues agencies</li><li>•How successful was the League of Nations?</li><li>•Powerful countries (Axis and ally powers)</li><li>•The collapse of the League: the Manchurian crisis</li><li>•The collapse of the League: The Abyssinian Crisis and the consequences</li><li>•The origins of and the outbreak of the second world war<ul style="list-style-type: none"><li>•The Saar, German rearmament</li><li>•The Anglo German naval agreement</li></ul></li><li>•Escalation of tension: Remilitarisation of the Rhineland<ul style="list-style-type: none"><li>•The outbreak of war: the occupation of Czechoslovakia: the role of the USSR and the Nazi-Soviet Pact</li></ul></li><li>•Invasion of Poland and outbreak of war</li><li>•Responsibility for the outbreak of war including that of key individuals: Hitler, Stalin and Chamberlain</li></ul>
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

ART						
YEAR 9	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	In the first term we will revise the formal elements of art and create a poster demonstrating the seven elements. Students will be introduced to some principles of design - contrast, balance, repetition, pattern and variety. We will then produce a mixed media abstract artwork - watercolour + zentangle patterns.	In this term we will learn about One-point-perspective drawing. Students will learn to identify key details in paintings that use perspective as well as produce their individual artwork of one point perspective	In this term we will create Mixed-media artwork - a collage using variety of materials. Students will revise the types of shape (geometric and organic), learn the concept of overlapping, as well as how they can use various collage materials to add texture to their project.	In this term students will explore the art of Islamic world, they learn how the inner dimensions of Islamic religion can be translated into an art form as well as its unique connection with mathematics, logic, symmetry and balance. Students will learn how to construct basic Islamic geometric patterns with a compass and a ruler.	In this term we will produce an abstract still -life art FLOWERS inspired by Australian artist Andria Beighton. Students will learn to identify different features of abstract art such as overlapping objects and patterns and then apply it into their artworks.	In the final term we will practice working with air-dry clay. Students will learn the difference between shape and form. Firstly, will create a form made of air-dry clay. Secondly, we will paint on the clay figure
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RELIGIOUS STUDIES						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 9	GCSE ISLAM- Muslim Beliefs  -Six Beliefs of Islam -The five roots -The nature of Allah -Risalah -Holy books -Malaikah -Al Qadar -Life after death	•Crime and Punishment  -Justice -Crime -Good, Evil and Suffering - Punishment -Aims of Punishment -Forgiveness -Treatment of Criminals -Death penalty	Living the Muslim Life  -Islam -Sawm -Zakaah and Khums -Hajj	-Jihad -Celebrations  Peace and Conflict  -Muslim attitude towards Peace -The role of Muslims in peace making -Attitude to Conflict	Pacifism -Just War Theory -Holy War -Weapons and Mass Destruction -Issues Surrounding Conflict	Exam practise RECAP
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

PSHE						
YEAR 9	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	In this first term of Health and Wellbeing we explore themes of physical wellbeing linked to mental wellbeing and how habits such as drinking, smoking and screen time can have an adverse effect on ourselves and community. We will also delve into Tik Tok and its commercial side.	In this second term of Health and Wellbeing, we look at concepts of self-harm, eating disorders, anxiety and changing emotions. We explore healthy and unhealthy coping strategies that can assist us in positive mental health.	In this first half term of Relationships we look at Every Mind Matters by Public Health England and explore themes of dealing with change, worry and unhelpful thoughts and how to build connections and form positive relationships.	In this second term of Relationships we focus on the concept of consent, relationships with friends and family, dealing with rivalries, grief and death.	In this first term of Living in the Real World we explore the world of work, behaviour and skills. We discover our post 16 choices and career options using Natwest CareerSense and Barclays Life skills.	In this second term of Living in the Real World we explore the theme of Money, budgeting, saving, taxes, government spending, wages, taxes and payslip as well as risk of borrowing/debt.
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URDU						
YEAR 9	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	Poems in Urdu -Our World -Great Britain -The famous Cities in England	Tourism in London -Story reading about Grandmas visit To England -the Weather here Exam Practice	The Education system in England -How to Write a Letter in Urdu -Letter Writing application  Exam Practice	Pen Friend -Letter Writing Task and peer assessment -My Beloved Mother Comprehension task  Exam Practice	Post Card Writing -A wedding -Means of Transport  Exam Practice	Means of Transport in the dry Weather -Electricity  Exam Practice
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS