

## YEAR 9 – DISCOVERY

**2x1 hour multi** skills/focused games/team building to run alongside program of targeted literacy interventions

<p><b>Term 1</b> <b>The Hunger Games</b> COG, SEMH, L, IT, COM, IM, COM</p> <p><b>Intention;</b> to engage the group, often tricky in year 9. Use of film to introduce literacy aspects, selected passages from book. Development of descriptive language linked to the GCSE Eng Lang paper. Focus on understanding different ideologies politically and how films and books make use of that.</p> <p><b>Implementation;</b> Introduce concepts of Dystopia and Utopia. Reflect on world around us and other global ideologies. Watch the 12a film in sections, review, discuss and respond. Use of selected images and passages from the books to discuss and analyze. After the film is completed and after half term, opportunities to select how student wants to respond. Choice of 2 tasks from a list including game design, story, art and poetry.</p> <p><b>Impact;</b> <b>Evidence of learning;</b> well-presented scrap book along with observed verbal contribution. Assessed written pieces using dept assessment criteria / self &amp; peer assessment.</p>	<p style="text-align: center;"><b>Skills</b></p> <p><b>-Literacy</b> – focus on descriptives. Review and refine of work.</p> <p><b>-Communication</b> - reading out own work, listening to feedback and refining. Offering structured opinions to others about their work. Practice reading aloud.</p> <p><b>-Discussion and listening-</b></p> <p><b>-Basic IT skills</b> -Word, MS 365, emailing and attaching document, immersive reader</p> <p><b>Imagination &amp; Art</b>– can create images linked to passages of book</p> <p><b>Writing</b> – opportunities to develop creative writing and poetry.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p><b>Cultural</b> – Understanding of</p> <p><b>How to use MS365</b>-How to email and attach documents</p> <p>-Better understanding of MS365</p> <p>Immersive Reader to review and refine work.</p>	<p style="text-align: center;"><b>Cultural links</b></p> <p>Youth culture – social media sand reality tv</p> <p>Reflect on politics around world – how are of they of global conflicts?</p>	<p style="text-align: center;"><b>Cross-curricular links</b></p> <p><b>Geography</b> – politics, world building dystopia/utopia</p> <p><b>History</b> – Discussion around wars and dictatorships</p> <p><b>PSHE</b> – the world we live in, politics, kindness, risk taking</p> <p><b>Art</b>– opportunities for visual response and looking at images to trigger descriptions.</p> <p><b>English</b> – Oracy, descriptive writing, responding to images opportunities for written responses and poetry</p> <p><b>I.T.</b> - throughout</p> <p><b>Maths</b> – Problem solving in final practical</p>	<p style="text-align: center;"><b>Career Links</b></p> <p>Writer Illustrator artist Game maker Film maker Historian</p>	<p style="text-align: center;"><b>EHCP Links</b></p> <p><b>COMM</b> – sharing ideas, group discussion</p> <p>Reading aloud</p> <p><b>COG</b> – constructing and creating meaningful prose. Thinking about the wider world.</p> <p><b>SEMH</b> - Considering and describing the world around them and reflecting on their idea of utopian and dystopia. Thinking about kindness and family.</p> <p><b>Physical/sensory</b> - Opportunities for outdoor lessons and team activities in final ‘arena’ lesson</p>
---	---	---	---	--	---	---

## YEAR 9– DISCOVERY

2x1 hour multi skills/focused games/team building to run alongside program of targeted literacy interventions

<b>Term 2</b> <b>China &amp; wider world</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Cultural links</b>	<b>Cross-curricular links</b>	<b>Career Links</b>	<b>EHCP Links</b>
<p><b>Intention;</b> to engage the group, often tricky in year 9. To get them thinking outside of Ottery, Devon and UK. China superpower but culturally very different. Teach them lots of new skills from calligraphy and cooking as a vehicle to get them thinking about how other people live. To develop their research and presentation skills.</p> <p><b>Implementation;</b> wide variety of short mini projects looking at cross curricular aspects of China from food, language to horoscopes. One or two lessons per topic. Able to use structure of China project as backbone of their own in-depth study of a non-European country of their choice</p> <p><b>Impact;</b> Students become more worldly wise, greater and deeper understanding and appreciation of other cultures. Able to have well considered discussions around democracy and single state government, looking at contrast and similarities. Development of research and presentation skills.</p> <p><b>Evidence of learning;</b> well-presented scrap book along with observed verbal contribution.</p>	<p><b>-Literacy</b> –research and creating fact files.</p> <p><b>-Communication</b> – introduction of new language both verbal and writing.</p> <p><b>-Discussion and listening</b>-many topics discussed throughout, including</p> <p><b>-Basic IT skills</b> - Word, MS 365, emailing and attaching document, immersive reader</p> <p><b>Imagination &amp; Art</b>– calligraphy Creating a 13<sup>th</sup> zodiac symbol cooking</p> <p><b>Writing</b> – creating their own resrach document to present.</p>	<p><b>Cultural</b> – Understanding of</p> <p><b>How to use MS365</b>-How to email and attach documents</p> <p>-Better understanding of MS365</p> <p>Immersive Reader to review and refine work.</p>	<p>Youth culture – social media sand reality tv</p> <p>Reflect on politics around world – how are of they of global conflicts?</p>	<p><b>Geography</b> – politics, world building dystopia/utopia</p> <p><b>History</b> – Discussion around wars and dictatorships</p> <p><b>PSHE</b> – the world we live in, politics, kindness, risk taking</p> <p><b>Art</b>– opportunities for visual response and looking at images to trigger descriptions.</p> <p><b>English</b> – Oracy, descriptive writing, responding to images opportunities for written responses and poetry</p> <p><b>I.T.</b> - throughout</p> <p><b>Maths</b> – Problem solving in final practical</p>	<p>Writer Illustrator artist Game maker Film maker Historian</p>	<p><b>COMM</b> – sharing ideas, group discussion Reading aloud</p> <p><b>COG</b> – constructing and creating meaningful prose. Thinking about the wider world.</p> <p><b>SEMH</b> - Considering and describing the world around them and reflecting on their idea of utopian and dystopia. Thinking about kindness and family.</p> <p><b>Physical/sensory</b> - Opportunities for outdoor lessons and team activities in final ‘arena’ lesson</p>

Assessed written pieces using dept assessment criteria / self & peer assessment. End of project formal presentation with peer and teacher assessment.						
---	--	--	--	--	--	--

YEAR 9– DISCOVERY						
<i>2x1 hour multi skills/focused games/team building to run alongside program of targeted literacy interventions</i>						
<p><b>Term 3 Legacy</b></p> <p><b>Intention;</b> to engage the group, often tricky in year 9. To get them thinking about their impact on the world. To look at society, the caretakes (police, army, NHS, politicians etc) and to think about people who have changed the world, for good or worse. To think about what they will leave behind and to create a small legacy project to leave in school as they leave KS3.</p> <p><b>Implementation;</b> to create fact files, posters and short snappy lessons looking at caretakers of society (with a hope to get some into talk to groups), mock elections, new laws, key historical figures who impacted the world, Greta effect (can one person affect change?), environment and David Attenborough. Consider</p>	<p><b>Skills</b></p> <p><b>-Literacy –</b> research and creating fact files.</p> <p><b>-Communication</b> – election speech to class, and polite listening.</p> <p><b>-Discussion and listening-</b>many topics discussed throughout, including</p> <p><b>-Basic IT skills -</b> Word, MS 365, emailing and attaching document, immersive reader</p> <p><b>Imagination &amp; Art–</b> photography and creating art.</p> <p><b>Writing –</b> creating their own research document to present.</p>	<p><b>Knowledge</b></p> <p><b>Cultural –</b> Understanding of how UK society works, their place in the world and the impact of humans on each other. How a general election works.</p> <p><b>How to use MS365-</b>How to email and attach documents</p> <p><b>-Better understanding of MS365</b></p> <p><b>Immersive Reader to review and refine work.</b></p>	<p><b>Cultural links</b></p> <p>UK democracy. Impact of Police, NHS, government etc. on society. Role of influencers.</p>	<p><b>Cross-curricular links</b></p> <p><b>Geography –</b> politics</p> <p><b>History –</b> Famous &amp; Infamous influencers</p> <p><b>PSHE –</b> the world we live in, politics, kindness, risk taking</p> <p><b>Art–</b> photography Drawing painting</p> <p><b>English –</b> Oracy, research &amp; fact finding, writing; planning &amp; reviewing.</p> <p><b>I.T. -</b> throughout</p> <p><b>Maths –</b></p>	<p><b>Career Links</b></p> <p>Politics artist photographer Journalism Historian Researcher Influencer (youtube)</p>	<p><b>EHCP Links</b></p> <p><b>COMM –</b> sharing ideas, group discussion, oral presentations.</p> <p><b>COG –</b> Thinking about the world they live in and their own role within it. A deeper understanding of functions within society, such as government, police etc.</p> <p><b>SEMH -</b> Reflection on their own future selves as well as where they are now. Discussion around society and law – laws they feel are unfair etc.</p> <p><b>Physical/sensory -</b> Presentations from the front, ‘vote for</p>

what they want to have achieved, bucket lists, mock final school reports. Then after half term look to create a permanent legacy within school – collaborative artwork focused on photographs of the local area.

**Impact;** Students become more worldly wise, greater and deeper understanding of the world they live in, and the impact individuals can make.

Able to have well considered discussions around democracy, elections and law.

Creating a well-considered permanent art work is a recognized contributor to students' sense of worth and community. Each year nine student will be invested in the larger piece and teamwork that they have helped create, as well as seeing their own individual impact through their own small section. I have high levels of expectation around presentation and will be passing this on to my students.

**Evidence of learning;** well-presented scrap book along with observed verbal contribution. Assessed written pieces using dept assessment criteria / self &

scaling and measuring

me' speaking with passion, Photography of local area h/w, drawing and painting.

peer assessment. End of  
project creation of  
permanent display work in  
Skills corridor (framed).

--	--	--	--	--	--	--