SMSC and Cross	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Curricular Audit –						
YEAR 9						
Aspect						
	Design and Technology	History – How law	Art – 'Great Graffiti'	Art – 'Great Graffiti' -	Art – 'Great Graffiti'.	History – Nazi
	 Queue for machines 	was explored;	– Banksy (+ American	Banksy.		education.
British Values		Russian Pogroms.	v. British graffiti		History – What was	
	History – WWI – Why		styles).	History – The Blitz -	the law like under	Geography – Role
	did men sign up to	Geography – Why		survival of	the Nazis?	back schemes,
	fight?	migrants want to	History – Treaty of	democracy and		mortgage refusal.
		come to the UK.	Versailles – too	Battle of Britain.	Geography – Role	
	Geography – We've cut		harsh?		back schemes,	Philosophy and
	down our forests; have	P4L – Understanding		Philosophy and	mortgage refusal.	Ethics – How far do
	we got the right to stop	respect / right to	Geography - De-	Ethics – Tolerance		we forgive others?
	others doing the same?	learn.	industrialisation.	and respect.	Philosophy and	
					Ethics – Tolerance	PE - Fair play/right
	P4L – Understanding	Philosophy and	Philosophy and	PE - Fair play/right	and respect.	and wrong/
	respect / right to learn.	Ethics – Attitudes to	Ethics – Laws about	and wrong/		sportsmanship/
		claims of religious	end of life.	sportsmanship/	PE - Fair play/right	etiquette/ no
	Philosophy and Ethics	experience.		etiquette/ no	and wrong/	bullying.
	 Respect for religious 		PE - Fair play/right	bullying.	sportsmanship/	Teamwork/
	belief. Protection of	PE - Fair play/right	and wrong/	Teamwork/	etiquette/ no	discipline/rules and
	law.	and wrong/	sportsmanship/	discipline/rules and	bullying.	regulations/
		sportsmanship/	etiquette/ no	regulations/	Teamwork/	attitude/ respect.
	PE - Fair play/right and	etiquette/ no	bullying.	attitude/ respect.	discipline/rules and	Being tolerant in
	wrong/sportsmanship/	bullying.	Teamwork/	Being tolerant in	regulations/	sporting situations,
	etiquette/ no bullying.	Teamwork/	discipline/rules and	sporting situations,	attitude/ respect.	not being aggressive,
	Teamwork/	discipline/rules and	regulations/	not being aggressive,	Being tolerant in	certain codes of
	discipline/rules and	regulations/	attitude/ respect.	certain codes of	sporting situations,	conduct for sports,
	regulations/ attitude/	attitude/ respect.	Being tolerant in	conduct for sports,	not being aggressive,	patience.
	respect. Being tolerant	Being tolerant in	sporting situations,	patience.	certain codes of	
	in sporting situations,	sporting situations,	not being aggressive,			

not being aggressive,	not being aggressive,	certain codes of	Health, Early Years	conduct for sports,	Health, Early Years
certain codes of	certain codes of	conduct for sports,	and Food - Seasonal	patience.	and Food - Seasonal
conduct for sports,	conduct for sports,	patience.	foods		foods
patience.	patience.		Tractor marks etc.	Health, Early Years	Tractor marks etc.
		Health, Early Years	Team-working.	and Food - Seasonal	Team-working.
Health, Early Years and	Health, Early Years	and Food - Seasonal		foods	
Food - Seasonal foods	and Food - Seasonal	foods	English – Information	Tractor marks etc.	English – Creative
Tractor marks etc.	foods	Tractor marks etc.	retrieval non-fiction;	Team-working.	writing; variety of
Team-working.	Tractor marks etc.	Team-working.	variety of texts used		themes chosen for
	Team-working		for exam practice.	English –	stimulus.
English – Basic skills;		English – Poetry		Shakespeare	
use of topical texts for	English – Of Mice	relationships; mutual		context/language/	
teaching/consolidation.	and Men;	respect and		form/ structure; Rule	
	comparison between	tolerance explored		of law (Prince's	
	American Dream and	through poetry.		speech). Democracy,	
	British Values.			Tolerance: Capulets	
	Democracy. Mutual			and Montagues.	
	respect.				