

## YEAR NINE CURRICULUM SUMMARY – SPRING TERM 2021

<b>ENGLISH</b>	Continuing to prepare Year Nine for the skills required at GCSE, students will be introduced to a range of poetry, developing critical analysis and skills of comparison as they study an anthology of thematically linked poems. They will also continue to build upon their creative writing skills, experimenting with style, structure and vocabulary to create a range of effects. In the second half of the term, students will study William Shakespeare's comedy 'Much Ado About Nothing', examining Shakespeare's language in detail, exploring the themes and dramatic techniques, and relating the play to its historical context.
<b>MATHEMATICS</b>	<p>In the Spring term, Year Nine pupils will study the following units from the scheme:</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Using percentages</li> <li>• Maths and money</li> <li>• Deduction</li> <li>• Rotation and translation</li> <li>• Pythagoras' Theorem</li> </ul> <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
<b>SCIENCE</b>	<p>During the Spring Term, Year Nine students will be covering the following topics in science on a rotation:</p> <p>Biology: students will be completing the key concepts topic. This includes the fundamentals of Biology such as cells, enzymes and transporting substances.</p> <p>Chemistry: in chemistry, students will learn about states of matter, mixtures, different methods of separation, and the applications of these.</p> <p>Physics: students will continue to study the topic of energy and then move on to study the behaviour of waves.</p> <p>In addition to the above, students will learn about a selection of core practicals which will be recorded in their lab books. These practicals will develop key scientific skills including scientific thinking, experimental skills and analysis/evaluation techniques.</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</a></p>
<b>ART &amp; DESIGN</b>	<p>Students continue the Re-imagined Landscapes project at the beginning of this term, allowing them to complete their final pieces to a high standard and work at a larger scale.</p> <p>By February, students will have started the Still Life project. This focuses on acrylic painting. Students review colour theory and practise applying acrylics and mixing acrylics before applying these techniques to a Still Life painting. Students will then investigate the work of Cubist artists and they will design their own cubist compositions using a photomontage technique.</p>
<b>ENTERPRISE AND MARKETING</b>	Students will begin to learn about how businesses finance themselves whilst studying about how external factors can influence a business. They will also look at customer feedback and the importance of a business plan. Students will learn about the different types of ownership.
<b>DANCE</b>	This term the students will be introduced to a professional dance work called 'Emancipation of Expressionism' by choreographer Kenrick H2O Sandy. The students will begin to explore the features of analysis using Laban's table of analysis as a tool, as well as looking at developing their understanding of the intentions behind choreography. The students will also begin to develop a basic understanding of choreographic processes and devices to develop choreography.

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<b>DESIGN TECHNOLOGY</b>	<p>Year Nine students will develop a small portfolio of design work for a real life event: the Tokyo Olympics. Within the process, pupils will develop and extend their existing design and drawing skills, developing an understanding of some of the requirements for the event such as logos and merchandising. Pupils will have an opportunity to explore 3D design both on and off paper with the hope that pupils can also build prototypes using materials around them at home. Additional tasks will include looking at polymers, sustainability, branding and user needs.</p> <p>(Curriculum adapted for remote learning January 2021).</p>
<b>DRAMA</b>	<p>This term, pupils will explore various stimuli and then choose the one that they feel has the most potential. Following this, they will develop a piece of devised work for their end of term assessment. As part of this component pupils must complete a portfolio that answers the following questions:</p> <ul style="list-style-type: none"> <li>• What was your initial response to the stimuli and what were the intentions of the piece?</li> <li>• What work did your group do in order to explore the stimuli and start to create ideas for performance?</li> <li>• What were some of the significant moments during the development process and when rehearsing and refining your work?</li> <li>• How did you consider genre, structure, character, form, style, and language throughout the process?</li> <li>• How effective was your contribution to the final performance?</li> <li>• Were you successful in what you set out to achieve?</li> </ul> <p>Year Nine drama also endeavours to instil the wealth of transferable skills the subject offers into the students and prepare them for future study and eventual employment.</p>
<b>FRENCH</b>	<p>Year Nine students will begin the term by learning how to talk in detail about their tastes in sport, music, books and film by using a range of conjunctions, opinions and authentic phrases. They will take part in important discussion topics surrounding healthy living, social media, technology and the online world. Grammar concepts this term include: combining tenses, using 'depuis', order of adjectives, using 'que', direct object pronouns and superlatives.</p>
<b>GEOGRAPHY</b>	<p>Students will complete their journey through the Middle East. They will explore the rise of megacities in desert regions before considering the impact of civil war. Students will be encouraged to challenge misconceptions of this unique region. They will then move onto coastal landscapes and explore how and why coastlines are changing. Students will continue to use a range of geographical skills such as OS map work, numeracy and enquiry skills to support their studies. They also have access to Seneca Learning to further their learning at home.</p>
<b>HEALTH &amp; SOCIAL CARE</b>	<p>Year Nine will look at basic first aid procedures and how to assess risks and continuing dangers at the scene of an accident. They will identify how to make the area safe. Students will learn how to apply the steps involved in treating a range of injuries.</p>
<b>HISTORY</b>	<p>This term, pupils will carry out some bridging investigations to link our key stage three course and the GCSE history course. Our main focus will be on the Cold War era of the twentieth century, specifically asking about the causes, consequences and impacts of the Korean and Vietnam Wars. Core historical skills such as source interpretation, source analysis and source evaluation will feature regularly in lessons, in addition to further work on the creation of successful extended answers.</p>
<b>HOSPITALITY &amp; CATERING</b>	<p>Year Nine students will be looking at personal safety in the workplace and be able to identify the hazards and risks associated with the hospitality and catering industry; specifically in a working kitchen. Students will complete a health and hygiene exam.</p>

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<b>iMEDIA</b>	Year Nine will start the year looking at pre-production documents and the paperwork requirements to be able complete the planning for pre-production. They will then move on to look at digital graphics and how they can be constructed to meet a specific target audience and to fit certain criteria. Following that, they make a digital graphic from a set brief with certain requirements. They will then move on to digital photography, looking at how the camera works and how each setting can be changed in order to achieve the perfect picture using Photoshop to enhance and correct it. Finally, they get introduced to video and how the same camera can shoot video in order to make a trailer, advert or video product, still considering the criteria that needs to be met.
<b>MUSIC</b>	Through a range of integrated performing, composing and listening activities, students will develop their skills in these areas alongside their understanding of the music of the following genres: 1st half of term – Film Music (students will be exploring how composers create music to support, express, complement and enhance film). 2nd half of term – Rock 'n' Roll of the 1950s and 1960s (as part of the "Conventions of Pop" area of study).
<b>PHYSICAL EDUCATION</b>	Year Nine will participate in a variety of games, focusing on improving the quality and range of their skills. Students will implement strategic and tactical decisions based on the movement of the ball/shuttlecock into space and choice of skill execution. Opportunities to officiate will develop communication and decision-making skills. They will also follow a health-related fitness programme experiencing a range of activities that involve a sustained period of physical work understanding how the body responds to exercise in the short term, and the long-term benefits of regular exercise. During lockdown pupils have been encouraged to participate in daily physical activity. Home workouts and fitness challenges have been provided via SMHW.
<b>LIFESKILLS</b>	<p>Within the statutory Relationships topic, students will explore different types of families and parenting, and how to maintain positive relationships in the home. They will discuss the importance of reducing homelessness in young people and the risks of running away from home, as well as how to resolve conflicts in different contexts, at home and school. They will end this topic with guidance about accessing support services and how to manage relationship and family changes, including relationship breakdown, separation and divorce. Within the statutory Health and Wellbeing topic, students will explore mental health and wellbeing, including body image and coping strategies. They will consider how to challenge myths and stigma about mental health and how to manage their emotions with healthy coping strategies, as well as how to access support both inside and outside school.</p> <p>Useful resources for supporting this term's learning include BBC Bitesize (<a href="https://www.bbc.co.uk/bitesize/subjects/ztv9j6">bbc.co.uk/bitesize/subjects/ztv9j6</a>), Young Minds (<a href="https://youngminds.org.uk/find-help-for-parents/parents-guide-to-support-a-z/parents-guide-to-support-gender-identity-issues/">https://youngminds.org.uk/find-help-for-parents/parents-guide-to-support-a-z/parents-guide-to-support-gender-identity-issues/</a>), and Childline (<a href="https://www.childline.org.uk/info-advice/home-families/family-relationships/running-away/">https://www.childline.org.uk/info-advice/home-families/family-relationships/running-away/</a>)</p>
<b>RELIGION, PHILOSOPHY &amp; ETHICS</b>	In the first half term, students will consider the question 'What makes us 'human'?. They will investigate the religious theories of what makes humans unique, but they will also investigate the scientific differences between us and other animals to consider why human rights differ from animal rights. Towards the end of the unit, students will look at some of the ethical considerations surrounding the creation of artificial intelligence and we will be asking whether robots could ever be considered 'human'. In the second half term, students will ask 'What is the value of life?' They will consider when 'life' begins and will investigate controversial issues surrounding life and death such as abortion and euthanasia. They will also investigate the ethical issues linking eugenics with modern medical developments in genetic engineering and fertility treatments.

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<b>SPANISH</b>	Year Nine students will begin the term by learning to describe the weather and to talk about where they like to go and what they like to do in different weather conditions. They will then focus on a range of topics including how to tell the time, television and film, daily routine, food and drink, how to order food in a restaurant, and how to use high numbers in order to shop for food in a Spanish-speaking country. Key grammatical concepts will include the present tense of all regular verbs, key irregular verbs, reflexive verbs, the near future and the preterite tense. By the end of the Spring Term, students will be able to employ the past, present and future tenses together, allowing them to move on to the first module of the GCSE course in the summer term.
<b>SPORTS SCIENCE</b>	Within Sports Science, the students will have one theory lesson each week. Lessons will concentrate on studying physiology and the factors that affect performance. This will involve looking at the cardiovascular and respiratory systems and their importance in exercise. Towards the end of the term lessons will concentrate on components of fitness and training methods to improve specific components. Some of these lessons will be practical.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.

The delivery of some content may be impacted as a result of the Coronavirus pandemic.