

**YEAR NINE CURRICULUM SUMMARY – SPRING TERM 2022**

<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 topics:</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Using percentages</li> <li>• Maths and money</li> <li>• Deduction</li> <li>• Rotation, reflection 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 looking at cells in more detail, linking them to growth in animals and plants and also studying the nervous system, including the reflex arc.</p> <p>Chemistry: in chemistry, students will continue to learn about states of matter, mixtures, different methods of separation, and the applications of these. They will then look at the structure of the atom and the development of the Periodic Table.</p> <p>Physics: students will 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</b>	Students will start 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.
<b>ENTERPRISE</b>	Students will learn about the different functional areas of a business and their individual job roles. The functional areas are marketing, finance, human resources and logistics. Pupils will then move onto learning about leadership styles and how they can impact the way tasks are completed.
<b>DANCE</b>	This term the students will be introduced to the GCSE dance anthology and will begin to explore all features of analysis. We will work practically and theoretically on one work, accumulating in a test of knowledge. These tests will be a mix of analytical and personal interpretation to start to develop their intellectual capacity to comment on dance. The students will also begin to develop basic understanding of choreographic processes and devices to develop choreography.

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<p><b>DESIGN TECHNOLOGY &amp; COOKING AND NUTRITION</b></p>	<p>In Year Nine pupils will continue to develop their knowledge of materials with a focus on polymers. Pupils will use the work of others to create their design work on 2D design and manufacture using both the vacuum former and the laser cutter. Electronics will be used to create a light circuit through soldering components and pupils will build a working night light.  <b>Cooking and Nutrition</b> – Year Nine pupils will expand their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
<p><b>DRAMA</b></p>	<p>This term, pupils will practically explore various stimuli with an aim to create narrative. Pupils will then choose the stimuli that they feel has the most potential to develop further. Following this, they will develop a piece of devised work for their end of term assessment. 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>
<p><b>DRAMA (PLP)</b></p>	<p>This term, pupils will participate in a series of classroom-based lessons exploring the story, themes, characters and context of the play, <i>The Exam</i> by Andy Hamilton. Toward the end of the term, pupils will have the opportunity to bring key scenes to life in rehearsal and performance.</p>
<p><b>FRENCH</b></p>	<p>Year Nine students start the term off by recapping how to describe where they live, their houses and their town. Again, building on vocabulary and grammar from key stage 3, this is an opportunity to broaden their knowledge of French, with an emphasis on combining three tenses (past, present, future) in their work. They will look at positives and negatives about their local area and talk about what their ideal home would look like with an opportunity to use a new tense: the conditional. In the second half of the term they start to look at France and French cities, discussing geography and climate there, food and drink, traditions and festivals.</p>
<p><b>GEOGRAPHY</b></p>	<p>Students will start 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 and link previous knowledge about water scarcity and oil as a resource. 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>
<p><b>HISTORY</b></p>	<p>This term, pupils will continue their investigation into the post-war world before undertaking a unit of study based on the Cold War and international relations. In this latter unit we will be specifically asking about the causes, consequences and impacts of this new development. 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>
<p><b>iMEDIA</b></p>	<p>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. Next they will 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.</p>

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<b>MUSIC</b>	During the first half of the term, Year Nine will be looking at the role of a DJ and learning about the origins and cultural context of the performance art. They will develop their understanding of how a song is structured and will attempt some basic beatmatching and mixing techniques. During the second half of the term, they will look at music for video games and how minimalist techniques can be used to compose music for game soundtracks.
<b>MUSIC PLP</b>	This term, we will be looking at the concerto and its development from 1650 to 1910. This will include what a concerto is and the way it has developed through time; the role of the soloist and the relationship between the soloist and orchestral accompaniment, and the growth and development of the orchestra through time.
<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, plus the long-term benefits of regular exercise.
<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 be guided about how to access support services and how to manage relationship and family changes, including relationship breakdown, separation and divorce. During this topic students will also complete the statutory RSE that was postponed due to lockdown last year – discrimination in all its forms, including racism, religious and disability discrimination sexism, homophobia, biphobia and transphobia. 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, 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">https://www.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>	At the start of the spring term, Year Nine students will learn how to give detailed descriptions of themselves, family members and friends, before beginning a unit of work on food and drink. As part of this new topic, they will learn how to order food and drink in a café or restaurant, and how to use high numbers in order to buy food at a market in a Spanish-speaking country. They will then complete a role-play assessment in small groups, based on what they have learnt. Key grammatical concepts will include adjectives and agreements, the present tense of regular and irregular verbs, possessive adjectives, conjunctions and time phrases.
<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.