

YEAR NINE CURRICULUM SUMMARY – SUMMER TERM 2021

<p>ENGLISH</p>	<p>During the first half of this term, students will study the 20th Century American novel, <i>Of Mice and Men</i>. During this unit they will examine language and the effects created. As well as exploring characterisation, themes and plot, students will be encouraged to think critically, discussing issues of representation and comparing these to earlier readings from a collection of short stories around diversity. Students will also continue to practice their essay writing skills.</p> <p>In the final half term, students will explore some wonderful extracts from 19th Century fiction in preparation for the texts that they will meet in Years 10 and 11.</p>
<p>MATHEMATICS</p>	<p>In the summer term, Year Nine students will complete the following units of work:</p> <ul style="list-style-type: none"> • Enlargement and similarity • Solving ratio and proportion problems • Rates • Probability • Algebraic representation <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> <p>Students will also complete a larger end of year assessment, with homework time to complete practice papers and revise.</p>
<p>SCIENCE</p>	<p>During the summer term, Year Nine students will be completing their physics topic on waves where they will be looking at how waves move and how they are reflected and refracted. They will also study how waves pass through the ear and how ultrasound and infrasound waves travel.</p> <p>Following this, the students will study light and the electromagnetic spectrum. They will not only learn about the properties of these waves, but also applications and dangers.</p>
<p>ART & DESIGN</p>	<p>The students will complete their cubist inspired painting in the first half of this term. They will practise working more loosely with brushstrokes.</p> <p>In the last half of the summer term, students work on the portraiture project. They will be introduced to a range of portraiture artists in order to gain a wider understanding of the theme. They will then work towards completing a final tonal piece portrait, focusing on different features each week. We encourage students to bring in their own printed images to work from, perhaps of a family member or a celebrity.</p>

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COMPUTER SCIENCE	The computer science option covers a wide variety of theoretical and practical topics. Areas covered include computations thinking, algorithms in mathematics, pseudo-code, Boolean and logic gates, object orientated programming, binary and hexadecimal, storage and compression, validation and verification, trees and Huffman coding, hardware, software, networking as well as social engineering, cyber security, ethics, the law and the environment. There is a vast array of computing knowledge required, but this year will form a good basis for the in-depth learning in these areas required in Year Ten.
DANCE (CORE)	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 features of analysis using Laban's table of analysis as a tool, as well as looking at developing understanding of the intentions behind choreography. The students will also begin to develop a basic understanding of choreographic processes and devices to develop choreography.
DANCE PLP	During the summer term, students will be deepening their knowledge, skills and understanding of dance, exploring choreography, performance and appreciation. The students will study a professional dance piece to develop their analytical skills as well as creating a performance piece.
DESIGN TECHNOLOGY	Year Nine students will develop a range of technical drawing styles and graphics, investigating the strength of typography and fonts and the impact of graphics and styles of drawings to help communicate different emotions and purpose. The design development will involve greater annotations and reflection with significant reference to the user-centred design. Further in the term there will be a focus on the mechanisms of everyday products and putting them into context. Students will have further 'hands-on' opportunities within the project that will support the on-going theory elements of the national curriculum. Please note there may be some alterations as the term goes on.
DRAMA	This term, the students will explore various stimuli before choosing 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 students must complete a portfolio of supporting evidence and contribute to a final performance.
DRAMA PLP	The students will experience a series of classroom-based lessons exploring the story, themes, characters and context of the play 'The Caucasian Chalk Circle' by Bertolt Brecht. Pupils will also study the application of technique and skills in rehearsal, developing their understanding of adapting theoretical study into practical expression.
ENTERPRISE AND MARKETING	Students will be reviewing the pitches that they conducted in the previous half term. They will then move to the finance unit where they will learn some of the basic concepts taught on the vocational course as well as some content from the GCSE course that will be useful to them. The final topics will include personal communication skills including writing letters of applications for future careers.
FRENCH	Year Nine students will begin the term revising the vocabulary for food, drink and clothes. In order to practise the key vocabulary and grammar frequently used in the GCSE oral exam, students will then move on to discussing special occasions, family celebrations and different cultural traditions. Grammar concepts this term include the partitive article, il faut + infinitive, the pronoun 'en', irregular verb agreement, venir de + infinitive. Students will also sit practice listening and reading papers this term. They will take part in a range of different role-play situations, including scenes at the market, in a restaurant and at a clothes store.

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GEOGRAPHY	Year Nine will continue with their studies of how and why coastal landscapes change by exploring the impact of climate change on the coast. They will draw on a range of geographical skills to do this, beginning to understand the challenges facing local and global coastal locations and questioning the future threats. Students will end the term by studying the role of the UK in the wider world. This focus on human geography will allow students to understand more about the contemporary human processes that are shaping the UK and acknowledge that it is not just physical processes (that they have previously studied) that do this. They will continue to develop their application of knowledge and make links between and within the content they are studying, through places, locations and key concepts.
HISTORY	Year Nine historians will complete their study of the post-war world before drawing conclusions about change and continuity in Britain across 1066-present day (i.e. the whole of the key stage three course). Two main investigations will then be undertaken in order to bridge the gap between key stage three and GCSE History. These investigations will be based on the Cold War era and health and medicine across time. The aim will be to work on GCSE source and writing skills as well as to acquire new knowledge.
LIFE SKILLS	This term students will begin with the statutory relationships topic, focusing on committed relationships, consent and keeping themselves safe through positive relationship choices. We will explore contraception and protection from STIs, reducing the risks of unplanned pregnancy and the legal, emotional and social consequences of sharing explicit images. The final term will focus on enterprise and employability skills and the range of post-16 options students have available, including introducing students to our careers platform, Unifrog.
MUSIC	During the summer term, the students will be learning about the folk music of Greece, Israel and Palestine. Typical melodic, harmonic, structural and rhythmic devices will be explored through a range of performing, composing and listening activities. Students will develop an understanding of the musical characteristics, the background, historical developments, and the cultures and audiences surrounding these genres.
MUSIC PLP	The topic for this term is 'Rock 'n' Roll of the 1950s and 1960s'. Students will explore the origins, cultural context and characteristic musical features of this genre. Through interrelated performing, composing, listening and appraising activities, they will produce an ensemble performance and compose a piece in a Rock 'n' Roll style and structure, using the music software, Soundtrap.
PHYSICAL EDUCATION	In games-based activities the focus will be on improving the quality and range of skills such as striking, receiving, shooting and beating an opponent. These will be developed in small sided, modified and full game situations. Within athletics, students will have the opportunity to replicate running, jumping and throwing skills, learning specific techniques for events in order to improve their performance from previous years. These lessons will also highlight again the benefit of athletics-based movements to fitness and of being healthy and active.
PLP SPORTS SCIENCE	Within PLP sports science, students will have one theory lesson each week, which will concentrate on studying physiology and factors that affect performance. In the summer term students may get an opportunity to develop their practical skills through the use of fitness testing.

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RELIGION, PHILOSOPHY AND ETHICS	<p>Year Nine have started to study the philosophy theme 'Religion and Life'. For the first part of the term students will focus on beliefs about how the world was created and what this means about the role of humans within it. Students will explore the concepts of stewardship and dominion, considering questions about environmentalism, and whether humans should test on animals or use them for food. Later in the term, we will study some interesting ethical questions about human life, including controversial issues like abortion, euthanasia, and life after death. Parents should be aware that these topics can be sensitive and students may wish to discuss their own views at home. Students will be offered support if they find any topics particularly upsetting.</p> <p>Students will also have an optional homework project to produce their own creative piece of spiritual artwork, with a chance of being entered into NATRE's national <i>Spirited Arts</i> competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none">• God's good earth?• Where is God?• Healing• Inspiring!• "We have far more in common with each other than that which divides us" – Jo Cox MP <p>More information about these themes can be found at: https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2021/</p>
SPANISH PLP	<p>This term, pupils will learn how to talk about life at school. They will learn how to talk and write about their school subjects, and to describe the facilities there are in the school. They will also learn how to conjugate regular verbs in the present tense.</p>

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.