



Year 9 Summer Term 1 (April – May 2024)



Curriculum Overview

English

19th Century Fiction: Sherlock Holmes ‘The sign of four’

Knowledge Concepts

- **Texts are constructs:** Consider how the novel explores the consequences of greed and the value of friendship and trust. Support with a wide, varied and insightful range of well-chosen textual references.
- **Texts make use of patterns, all of which conveyed through language and structure:** Identify and use the devices to imply meaning idiom, paradox, litotes, irony, understatement, monosyllabic. Sustain analysis of language/structural features and the effect or influence on the reader.
- **Texts are informed through contexts in which they are written:** Explore how ACD blends contextual issues into the story. British Imperialism/social class and inequality/scientific advancements/crime and justice.
- **Every text is an argument- texts can influence us,**
Sentence 1: Construct personal viewpoints in the form of thesis statements.
Sentence 2: Focus on the effects of the whole text and controlling ideas.
Sentence 3: Use the thesis statement to create topic sentences.
Sentence 4: Select and embed relevant textual detail.
- **Reader’s construct meaning as they read (Reciprocal Reading)** Summarise, question, clarify and predict how the novel explores: human nature/morality, social class and inequality/crime and justice/gender roles and expectations.

Core

Mathematics

Foundation Mathematics Curriculum

Transformations & constructions:

Translate by Vectors & Describe
 Reflect in $y = a$ $x = b$ and $y = x$ and Describe
 Rotate from Coordinate by Direction and Angle and Describe
 Constructing Triangles

Pythagoras:

Introduce Pythagoras and find C

Higher Mathematics Curriculum

Data:

Plot a CF Curve, Find the median, LQ, UQ, IQR from a CF Curve
 Plot a Box Plot

Number (revisit):

To find Simple and Compound Interest
 To Solve Reverse Percentage Problems
 To find a Percentage Change
 Revise Simple Index Laws
 More Complex Index Rules (Negative, Zero and Fractional)
 Add, Subtract, Times & Divide with Standard Form
 Problem Solving Standard Form
 Find Bounds and Error Intervals
 Surds - Add, Subtract, Multiply, Divide, Simplify

Science
 Biology
 Chemistry
 Physics

B4 Transport in plants & animals - Organisms

- Describe the composition of blood.
- Describe the structure of the heart and blood vessels.
- Explain how the blood vessels are adapted to their functions.
- Explain how plants are adapted to transport substances.
- Explain the process of transpiration and factors that affect its rate.

C3 Bonding and Structures - Matter

- Describe and explain the properties of materials in terms of the arrangement of particles in the 3 states of matter.
- Describe the chemical bonding involved in ionic, covalent and metallic substances.
- Explain how the type of bonding in a substance affects the physical properties of that substance.

P1 Energy changes - Energy

- Explain how energy is dissipated during energy transfers.
- Compare the efficiency of devices in terms of energy transfers.

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| History | <p>Was the Post War World one of conflict or co-operation? 1945-Present</p> <p>Nuclear legacy and the Cold War, Stalin’s Russia, The Cuban Missile Crisis, the assassination of J.F.K, life in the 1950s and 1960s, women and the rise of feminism, the space race and the moon landings, The Vietnam War, the fall of the Berlin Wall, Nelson Mandela and the fight for justice in South Africa, 9-11 and the impact of terrorism.</p> <ul style="list-style-type: none"> • Define the concept of a cold war • Describe key figures, events and outcomes of the cold war • Explain what historical issues still face the world today |
| Geography | <p>Why is the Middle East an important region?</p> <ul style="list-style-type: none"> • Where the Middle East region is located. • What countries make up the region. • The physical landscape of the Middle East. • The human geography of the region. • Examples of conflict and controversy in the Middle East. • How important the region is to the world? <p>Students will know:</p> <ul style="list-style-type: none"> • The place and location of the Middle East. • The political connections in the Middle East and other countries. • How conflict has been managed in the Middle East. |
| French | <p>9.7 Ordering Food and French Gastronomy</p> <ul style="list-style-type: none"> • Retrieval of quantities to discuss food and drink and the use of the partitive article to express ‘some’. • Present tense conjugation of ‘prendre’ to order food and drink items in French. • Discussion of French cuisine. • Use of all three tenses to describe a recent restaurant visit (past, present and future). |
| Spanish | <p>9.7 Ordering Food and Spanish Gastronomy</p> <ul style="list-style-type: none"> • Retrieval of quantities to discuss food and drink. • Present tense conjugation of ‘prendre’ to order food and drink items in Spain. • Discussion of Spanish cuisine. • Use of all three tenses to describe a recent restaurant visit (past, present and future). |
| Philosophy and Ethics | <p>How Valuable is Human Life?</p> <ul style="list-style-type: none"> • What our human rights are, and which ones the students think are most important for life in the UK when considering this topic. • How religious rights link into human rights. • The different causes of crime – including greed, poverty, and upbringing. • The aims and theories of punishment – considering which form of punishment is most effective, including deterrence, retribution, reform, and protection. • Arguments for and against capital punishment from Muslim, Christian & non-religious viewpoints |

Technical

Design
Technology
Food
Textiles
Resistant
Materials

During this period Year 9 learners will cover a wide range of topics in Design technology, including:

- Types of drawing – Orthographic Projection, Isometric, and Oblique
- Use of cutting and shaping tools and equipment – Disc sander, bobbin sander, and fret saw
- Evaluation of design ideas using a design specification
- Further techniques using tools and equipment within the workshop, including coping saw, tenon saw, bench hook, pillar drill, abrasive paper and try square.
- Wood joining techniques, focussing on sliding dowel joints.
- Identification of different sources of bacterial contamination and the main types of bacteria that cause food poisoning and its symptoms.
- Healthy eating – The importance of following the current recommendations for following a healthy diet and the factors that affect food choice.
- International cuisines and the different characteristics of different countries distinctive ingredients and cooking methods.
- The traditional Japanese resist dyeing method of shibori, using “mechanical” stitch resist techniques and natural indigo dye.
- Silk painting using the “Serti” technique. This is a “chemical” resist process using gutta to create a barrier between different coloured areas of a design.
- The “Fabric manipulation” technique of Fabric Slashing or “Faux Chenille”.

Computer
Science

9.3 Python

How far can we go when it comes to python programming?

Students will take the next step when it comes to their programming techniques. They will make more complicated programs that will have a proper use in society.

Performance

Art

Identity:

Exploring 3D sculpture and expression through more urban/street art styles.

Tasks include;

- Letter design (typography and design)
- 3D Ident (sculpture and design skills)

This half term students will explore how to plan and design a piece of art and how a genre such as street art can bring style and expression to a work of art.

Drama

Analyse processes used in performance.

Students will be expected to learn and execute a group performance, with appropriate control of voice and movement skills, with subtlety and credibility.

- **(HT5)** Scripted piece
- **(HT6)** Demonstrate knowledge and understanding of the rehearsal process - paying attention to time constraints. Musical Theatre

The aim is that by the end of Year 9 students can not only apply the skills but understand why they have selected certain strategies and what their purpose is. Students should also have developed confidence in order to create work themselves and offer personal ideas and opinions to practise and develop theatrical skills.

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| <p>Music</p> | <p>Keyboard skills Learners will develop their keyboard skills and knowledge of harmony through the performance of a variety of pieces.</p> |
| <p>Physical Education</p> | <p>Planning Students will have a chance to practice and reflect on planning skills.</p> <p>Reflection Students will understand what is meant by the term 'reflection' and to be able to apply this knowledge to PA, Sport and further aspects of life.</p> <p>Fixed Mindset Students will understand how a fixed mindset will limit success.</p> <p>Look for Positives Students will develop and demonstrate the tools required to think and act positively.</p> <p>Gather Information Students will learn how to identify and analyse 'issues' from different perspectives, considering ways to tackle the problem.</p> |