

## Year 9 Half Term 2 Curriculum

Subject	Half Term 2 – Topic/Summary of Powerful Knowledge
English	<p><b><u>The Visionaries:</u></b></p> <ul style="list-style-type: none"> <li>• Dystopian genre tropes</li> <li>• Third person limited</li> <li>• Figurative vs plain language – tenor, vehicle and ground</li> <li>• The Sapir-Whorf Hypothesis</li> <li>• The theme of control</li> <li>• Thesis statements</li> <li>• Propaganda and manipulation</li> </ul> <p><i>Main text: 1984 (Orwell)</i></p>
Maths	<p><b><u>Three dimensional shapes</u></b></p> <ul style="list-style-type: none"> <li>• Know names of 2d and 3d shapes</li> <li>• Recognise prisms (including language of edges and vertices)</li> <li>• Accurately sketch/draw/recognise nets of cuboids and other 3D shapes</li> <li>• Plans and Elevations</li> <li>• Find area of 2D Shapes (Review)</li> <li>• Surface area of cubes and cuboids</li> <li>• Surface area of triangular prisms</li> <li>• Surface area of a cylinder</li> <li>• Volume of cubes and cuboids</li> <li>• Volume of other 3D Shapes – prism and cylinders</li> <li>• Explore volumes of cones, pyramids and spheres</li> </ul> <p><b><u>Constructions and congruency</u></b></p> <ul style="list-style-type: none"> <li>• Draw and measure angles (Review)</li> <li>• Construct and interpret scale drawings (Review)</li> <li>• Locus of distance from a point</li> <li>• Locus of distance from a straight line</li> <li>• Locus equidistant from two points</li> <li>• Construct a perpendicular bisector</li> <li>• Construct a perpendicular from and to a point</li> <li>• Locus of distance from two lines</li> <li>• Construct an angle bisector</li> <li>• Construct triangles from given information (Review)</li> <li>• Identify congruent figures</li> <li>• Identify congruent triangles</li> </ul>
Science	<p><b><u>Health Matters</u></b></p> <ul style="list-style-type: none"> <li>• Learning about health</li> <li>• Key Concepts- Looking at risk factors</li> <li>• Exploring non-communicable diseases (Health matters)</li> <li>• Analysing and evaluating data</li> <li>• Studying pathogens</li> <li>• Learning about viral diseases (KIP)</li> <li>• Studying bacterial diseases</li> <li>• Looking at fungal diseases</li> <li>• Learning about malaria</li> <li>• Protecting the body</li> <li>• Exploring white blood cells</li> </ul>

	<ul style="list-style-type: none"> <li>• Using anti and painkillers</li> <li>• Building immunity</li> <li>• Making new drugs</li> </ul> <u>Electricity A</u> <ul style="list-style-type: none"> <li>• Electric current</li> <li>• Series and parallel circuits</li> <li>• Electricity in the home</li> <li>• Transmitting electricity</li> <li>• Power and energy transfers</li> </ul>
History	<u>World War I</u> <ul style="list-style-type: none"> <li>• The World's War</li> <li>• Empire troops</li> <li>• Recruitment</li> <li>• Trench warfare</li> <li>• Liverpool during the War</li> </ul>
Geography	<u>Weather and climate:</u> <ul style="list-style-type: none"> <li>• Evidence of climate change</li> <li>• Human and physical causes of climate change</li> <li>• Effects of climate change</li> <li>• Why are future predictions of climate change uncertain</li> <li>• How can human beings adapt to climate change</li> <li>• How can human beings mitigate the effects of climate change</li> <li>• How could climate change affect Bangladesh</li> <li>• How has Bangladesh adapted to the threat of climate change</li> </ul>
Spanish	<u>Me my family and friends</u> <ul style="list-style-type: none"> <li>• Talking about personality traits</li> <li>• Talking about family relationships</li> <li>• Agreement of adjectives</li> <li>• The Imperfect tense</li> <li>• Adapting a model</li> </ul>
Art	<u>Expressionism and Drawing Natural Form</u> <ul style="list-style-type: none"> <li>• Decoration and pattern in Nature</li> <li>• Exploring drawing and colour rendering through various media</li> <li>• Mono printing and collage</li> <li>• Developing compositions.</li> </ul>
Computing	<u>Project - Music Festival</u> Students will complete a project based around planning their own local music festival. The project includes a range of different activities which will demonstrate and develop a wide variety of skills which include: <ul style="list-style-type: none"> <li>• Research</li> <li>• Pre-production tools and planning</li> <li>• Graphic design</li> <li>• Spreadsheets</li> <li>• App design</li> <li>• Video editing</li> </ul>
DT	<u>Phone holder</u> <ul style="list-style-type: none"> <li>• Drawing techniques including free hand and orthographic drawing</li> </ul>

	<ul style="list-style-type: none"> <li>• Design briefs and task analysis</li> <li>• Planning for obsolescence</li> <li>• Meeting the needs of users</li> <li>• Using tools and machinery safely</li> </ul>
Food Preparation & Nutrition	<u>Skills for Life</u> <ul style="list-style-type: none"> <li>• Nutritional needs of the elderly vs children</li> <li>• Nutritional needs of the pregnant women vs babies/toddlers</li> <li>• Socioeconomic reasons for our diets</li> <li>• Mild chicken curry with rice</li> <li>• Spicy Hoisin pork with ginger and sesame noodles</li> <li>• Cheesecake</li> </ul>
Drama	<u>Devising</u> <ul style="list-style-type: none"> <li>• Exploring more abstract approaches to devising to create a more polished performance.</li> <li>• Responding to a range of stimuli including images, text based and music. This leads to a sustained polished piece of devised theatre - building lesson upon lesson. Focus on structure and techniques such as stylised movement in unison with choral speech.</li> </ul>
Music	<u>Soundtracks: Exploring Music for Film</u> <ul style="list-style-type: none"> <li>• The function of music in a film</li> <li>• Diegetic, non-diegetic and meta-diegetic film music</li> <li>• Meticulous cue-by-cue film scoring (Mickey-mousing)</li> <li>• The use of leitmotifs in a film</li> <li>• Composing a leitmotif</li> </ul>
PE	<u>Development of skill and tactics in one of the following sports netball, gymnastics, badminton, tag rugby and swimming.</u> <ul style="list-style-type: none"> <li>• Focus on phases/importance of a warmup and cool down.</li> <li>• Continual development of fitness levels and knowledge of continuous training.</li> <li>• Participation in an interform competition.</li> <li>• Taster session on a new sport.</li> </ul>
RE/PSHE	<u>The Pursuit of Happiness:</u> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• The Buddhist sangha</li> <li>• Buddhist meditation and the impact on mental health</li> <li>• The life of a Buddhist monk.</li> </ul>