

## Year 9 Half Term 1 Curriculum

Subject	Half Term 1 – Topic/Summary of Powerful Knowledge
English	<p><u>The Visionaries:</u></p> <ul style="list-style-type: none"> <li>• Sci fi genre tropes</li> <li>• Allegory and social commentary</li> <li>• Creation of tension</li> <li>• Exclamatory sentences</li> <li>• First person narrative</li> <li>• The everyman protagonist</li> <li>• Thesis statements</li> </ul> <p>Main text: <i>1984</i> (Orwell)</p>
Maths	<p><u>Straight line graphs</u></p> <ul style="list-style-type: none"> <li>• Lines parallel to the axis, <math>y = x</math> and <math>y = -x</math></li> <li>• Using tables of values</li> <li>• Understand and use <math>y = mx + c</math></li> <li>• Write an equation in the form <math>y = mx + c</math></li> <li>• Find the equation of a line from a graph</li> <li>• Interpret gradients and intercepts of real life graphs</li> <li>• Model real life graphs involving inverse proportion</li> <li>• Explore perpendicular lines</li> </ul> <p><u>Forming and solving equations</u></p> <ul style="list-style-type: none"> <li>• One and two step equations and inequalities (Review)</li> <li>• Equations and inequalities with brackets (Review)</li> <li>• Inequalities with negative numbers</li> <li>• Solve equations and inequalities with unknowns on both sides</li> <li>• Formulae and equations</li> <li>• Rearranging formulae (one and two step)</li> <li>• Rearrange complex Formulae</li> </ul> <p><u>Testing conjectures</u></p> <ul style="list-style-type: none"> <li>• Factors, multiples and primes</li> <li>• True or false problems</li> <li>• Always, sometimes, never true</li> <li>• Show that</li> <li>• Conjectures about number</li> <li>• Expand a pair of binomials</li> <li>• Conjectures with algebra</li> <li>• Explore the 100 grid</li> <li>• Explore three binomials</li> </ul>
Science	<p><u>Cell Biology A</u></p> <ul style="list-style-type: none"> <li>• Looking at cells</li> <li>• The light microscope</li> <li>• Looking at cells in more detail</li> <li>• Required practical</li> <li>• Primitive cells</li> </ul> <p><u>Atomic structure and the periodic table A</u></p> <ul style="list-style-type: none"> <li>• Elements and compounds</li> <li>• Atoms, formula and equations</li> <li>• Mixtures</li> </ul>

	<ul style="list-style-type: none"> <li>• Changing ideas about atoms</li> <li>• Modelling the atom</li> <li>• Relating charges and masses</li> <li>• Sub-atomic particles</li> <li>• Electronic structure</li> </ul> <p><u>Energy</u></p> <ul style="list-style-type: none"> <li>• Potential energy</li> <li>• Investigating kinetic energy</li> <li>• Work done</li> <li>• Understanding power</li> <li>• Specific heat capacity</li> <li>• Dissipation of energy</li> <li>• Energy efficiency</li> <li>• Energy resources</li> <li>• Global energy supplies</li> </ul>
History	<p><u>Causes of WWI</u></p> <ul style="list-style-type: none"> <li>• Militarism</li> <li>• Alliances</li> <li>• Imperialism</li> <li>• Nationalism</li> <li>• Sarajevo Assassination</li> </ul> <p><u>The Schieffen Plan</u></p> <ul style="list-style-type: none"> <li>• Outbreak of the war in western Europe</li> </ul>
Geography	<p><u>Weather and Climate</u></p> <ul style="list-style-type: none"> <li>• Difference between weather and climate.</li> <li>• How to measure the weather</li> <li>• Factors affecting UK climate</li> <li>• Types of rain</li> <li>• Weather symbols and understanding the weather</li> <li>• High and low pressure systems</li> <li>• Extreme weather in the UK</li> <li>• Tropical storms and impacts on human beings.</li> </ul>
Spanish	<p><u>Mi familia y los amigos -Me, my family and friends.</u></p> <ul style="list-style-type: none"> <li>• Descriptions of family members</li> <li>• Hair and eyes and facial features</li> <li>• The verb 'tener'</li> <li>• The verb 'ser'</li> <li>• Talking about height , weight and looks</li> </ul>
Art	<p><u>Drawing and mark making Natural Form, and Historical and Contemporary artists including Robert Kushner.</u></p> <ul style="list-style-type: none"> <li>• Drawing with various media; Collage, Line, tone, shape, form texture, mark making.</li> <li>• Students will also work from a primary source drawing skulls, shells, flowers</li> </ul>
Computing	<p><u>Research – Y9 Project</u></p> <ul style="list-style-type: none"> <li>• Use research tools appropriately gather information from the internet</li> <li>• Learn how to identify a target audience</li> <li>• Understand the properties of a video and how it is used to make an effective advertisement</li> </ul>

	<ul style="list-style-type: none"> <li>• Select appropriate digital documents to display classwork</li> </ul>
DT	<u>SMART and modern materials</u> <ul style="list-style-type: none"> <li>• Understanding Smart materials and their surroundings.</li> <li>• Free hand sketching and shading techniques</li> <li>• Evaluation of product through the iterative design process</li> </ul>
Food Preparation & Nutrition	<u>Skills for life</u> <ul style="list-style-type: none"> <li>• Food safety in relation to the 4cs used in industry</li> <li>• Key temperatures in food safety</li> <li>• Recap macro and micronutrients, source, function, excess and deficiency</li> <li>• North African Cous cous salad</li> <li>• Bread based pizza</li> <li>• Cheese and onion triangles</li> </ul>
Drama	<u>Scripted Performance</u> <u>Page to Stage - Blood Brothers</u> <ul style="list-style-type: none"> <li>• Introduction to Epic Theatre – didactic style; direct speech; multi-roling; physicalisation through age; character development.</li> <li>• Introduction to Brecht</li> <li>• Introduction to context and how this informs a play and its original production.</li> </ul>
Music	<u>Musical Elements and Theory-Listening to and describing music</u> <ul style="list-style-type: none"> <li>• A time signature indicates the number of beats in a bar of a piece of music.</li> <li>• Understand what the two numbers of a time signature mean.</li> <li>• Identify a time signature through listening; 4/4, 3/4 and 6/8.</li> <li>• Texture is the layers within a piece of music and how they are arranged.</li> <li>• Use musical vocabulary to describe the texture of a piece of music; monophonic, homophonic, polyphonic, melody with accompaniment, unison, octaves and acapella.</li> <li>• Tonality is the character of a piece of music and the key it is related to.</li> <li>• Major, minor and atonal tonality</li> </ul>
PE	<u>Development of skill and tactics in one of the following sports netball, gymnastics, football, badminton, athletics</u> <ul style="list-style-type: none"> <li>• Benefits of a health active lifestyle</li> <li>• Understanding of resilience</li> <li>• Importance of a warm up.</li> <li>• Understanding of fitness level and the different training methods that improve your fitness (Interval, fartlek, circuit).</li> </ul>
RE/PSHE	<u>The Pursuit of Happiness</u> <ul style="list-style-type: none"> <li>• Students will explore the religion of Buddhism.</li> <li>• Students will consider how Buddhists make decisions regarding mental health and the impact of suffering on their lives</li> </ul>