

## Year 9 Half Term 3 Curriculum

Subject	Half Term 3 – Topic/Summary of Powerful Knowledge
English	<p><u>A Sense of Belonging (20<sup>th</sup> Century fiction):</u></p> <ul style="list-style-type: none"> <li>• American Civil Rights 1930 to 1960 (segregation and desegregation)</li> <li>• Representation in literature – attitudes to <b>race and gender</b></li> <li>• Lee’s message: writer’s intentions and inspiration</li> <li>• Bildungsroman form</li> <li>• Narrative voice (child narrator, first person limited vs omniscient)</li> <li>• The outsider</li> </ul> <p><i>Main text: To Kill A Mockingbird (Lee)</i></p>
Maths	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>• Integers, real and rational numbers</li> <li>• Understand and use surds</li> <li>• Work with directed number (Recall)</li> <li>• Solve problems with integers</li> <li>• Solve problems with decimals</li> <li>• HCF and LCM (Recall)</li> <li>• Adding and subtracting fractions (Recall)</li> </ul> <p><u>Using percentages</u></p> <ul style="list-style-type: none"> <li>• Use the equivalence of fractions, decimals and percentages (Recall)</li> <li>• Calculate percentage increase and decrease (Recall)</li> <li>• Express a change as a percentage (Recall)</li> <li>• Solve reverse percentage problems</li> <li>• Recognise and solve percentage problems (non-calculator)</li> <li>• Recognise and solve percentage problems (calculator)</li> <li>• Solve problems with repeated percentage change</li> </ul> <p><u>Maths and money</u></p> <ul style="list-style-type: none"> <li>• Solve problems with bills and bank statements</li> <li>• Calculate simple interest</li> <li>• Calculate compound interest</li> <li>• Solve problems with Value Added Tax</li> <li>• Calculate wages and taxes</li> <li>• Solve problems with exchange rates</li> <li>• Solve unit pricing problems</li> </ul>
Science	<p><u>The Atmosphere</u></p> <ul style="list-style-type: none"> <li>• The earths gas proportions</li> <li>• The earths early atmosphere</li> <li>• Role of photosynthesis</li> <li>• The greenhouse effect</li> <li>• Evaluating evidence</li> <li>• Reducing the greenhouse effect</li> <li>• Combustion and its products</li> </ul> <p><u>Moving and changing materials A</u></p> <ul style="list-style-type: none"> <li>• Explaining water movement</li> <li>• Learning about active transport</li> <li>• Explaining enzymes</li> <li>• Digestive system</li> <li>• Explaining digestion</li> </ul>

History	<u>Inter War Years</u> <ul style="list-style-type: none"> <li>• Causes of WWII,</li> <li>• Treaty of Versailles,</li> <li>• German reaction to the treaty,</li> <li>• League of Nations failure,</li> <li>• Hitler's Foreign Policy</li> </ul>
Geography	<u>Urbanisation:</u> <ul style="list-style-type: none"> <li>• What is urbanisation</li> <li>• Major urban areas of the UK</li> <li>• Urban land use models</li> <li>• Manchester case study</li> <li>• Opportunities and challenges of living in urban areas</li> </ul>
Spanish	<u>Aquí mando yo</u> <ul style="list-style-type: none"> <li>• Talking about technology and social media</li> <li>• Negative expressions</li> <li>• Discussing tv programmes</li> <li>• Using 'acabar de'</li> <li>• Watching films at the cinema and home</li> <li>• Using 'mejor' and 'peor'</li> <li>• Discussing musical tastes</li> <li>• Using 'preferir.... a</li> </ul>
Art	<u>Designing a composition; Textiles and Design</u> <ul style="list-style-type: none"> <li>• Working to a Live Brief – Dot Art Liverpool Schools Annual Competition.</li> <li>• Planning and drawing a final composition idea for Dot Art competition</li> <li>• Use of colour and colour rendering through textile, digital techniques and printmaking artist inspiration e.g Amelia Graham</li> </ul>
Computing	<u>Project – Digital Kiosk</u> <ul style="list-style-type: none"> <li>• Students will explore the expanding use of digital kiosks across a range of different industries and design and create one for a specific purpose. The project will demonstrate and develop a wide variety of skills which include:</li> <li>• Research</li> <li>• Target audience</li> <li>• Design</li> <li>• Constructive feedback</li> </ul>
DT	<u>CAM Toy</u> <ul style="list-style-type: none"> <li>• Meeting a brief</li> <li>• CAMS and motions</li> <li>• Using tools and machinery safely</li> <li>• Evaluation</li> </ul>
Food Preparation & Nutrition	<u>Skills for life</u> <ul style="list-style-type: none"> <li>• Factors that affect menu choices – time of year, skills, time, provision, needs</li> <li>• Cooking methods affect the nutritional content of our food</li> <li>• 6rs – environmental issues</li> <li>• British lemon drizzle cake</li> <li>• Italian Spaghetti Bolognese</li> </ul>
Drama	<u>Devising - Warden X</u>

	<ul style="list-style-type: none"> <li>Using the context of YOI to develop improvisation skills and create a piece of devised drama.</li> <li>Teacher in role, use of explorative strategies such as still image, narration, cross cutting, hot seating, to develop devised drama.</li> <li>Process drama</li> <li>Exploration of character, using voice and movement.</li> </ul> <p><u>Characterisation</u></p> <ul style="list-style-type: none"> <li>Creating, developing and exploring characters within a given context.</li> </ul>
Music	<p><u>Composing Original Music-Using Music Software</u></p> <ul style="list-style-type: none"> <li>How a chord is constructed.</li> <li>Creating a piece of music using tonality (major or minor).</li> <li>How to create a 4 bar chord sequence based on the chosen tonality.</li> <li>Applying chords to different instruments to build up a section of music (texture)</li> <li>Creating a drum pattern.</li> <li>Setting the tempo of a piece of music.</li> </ul>
PE	<p><u>Development of skills and tactics in one of the following sports - swimming, netball, badminton, football, tag rugby.</u></p> <ul style="list-style-type: none"> <li>Focus on the muscles in the body.</li> <li>Continual development of fitness levels and knowledge of circuit training.</li> </ul>
RE/PSHE	<p><u>Options and Pathways:</u></p> <ul style="list-style-type: none"> <li>The purpose of life.</li> <li>Discipleship</li> <li>Vocation</li> <li>What are our goals and aspirations?</li> </ul>