



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 9

Curriculum Overview *Half Term 1*

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 9, students study the following subjects:

- **English, Maths and Science** – **three** lessons per week per subject
- **Geography, History, Physical Education, First language option and Second language option** – **two** lessons per week per subject
- **Art, Computing, Design Technology, Food & Textiles, Music and Religious Education** – **one** lesson per week per subject

The information for each subject is categorised as follows:

Topics / tasks: This is the overview of the topics Year 9 students will be covering this half term.

Content and skills: This explains what areas students will be looking at, and the skills they will be developing during the half term.

Assessment: This explains how students will be assessed on their understanding of this topic.

Stretch and challenge: This gives suggestions of how students can explore this area in more detail if they wish.

Art

Topics / tasks:	Concept Art An individual approach to this project will be encouraged.	Creating GCSE style investigation pages as part of the exploration of artists work. Links to the creative industries made.
Content and skills:	Drawing, photoshop, painting, sculpture, print making • Students will be asked to identify one title from the Concept Art design brief to then create a portfolio of design work. • Sketching of either figures, natural forms, or objects. These to form the basis of costume designs, buildings or vehicles designs linked to TV/film/the future. • Students will have access to adobe creative suite and photoshop will be taught on a rotation within the art department. • Creating story boards and portfolio sheets introduced and developed all year.	Annotation Students will produce mind maps with consideration to films, graphic novels, illustration, books, games, and the changing environment. A list of websites and artists/designer swill be provided, and students select who they wish to investigate. Students will also begin the process of investigating the journey artists/designers have made from school into the creative industries. Reviewing their own work and the work of others with reference to the formal elements of art & design.
Assessment:	Practical work is reviewed and commented on throughout the lesson. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped. Students will create portfolios of work and they will complete self- assessment tasks responding to the teacher's developmental comments. An electronic marks book will map the level of ability in a range of processes/materials, and this will inform their school report for art & design.	The creation of GCSE style investigation pages, with image of artwork in the centre of the page surrounded by student annotation.
Stretch and challenge:	Creating a more extensive portfolio of work, challenging themselves in the subject matter drawn. Taking greater risks and aiming for GCSE standard outcomes. Working through adobe creative suite tutorials beyond those referenced in class.	Further reading by exploring art museum, industry websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction.

Computing

Topics / tasks:	The laws and key terms Innovators and their creations
Content and skills:	Y9 Baseline test: Websites, spreadsheets, laws relating to the use of ICT, DTP e-safety and input, process and output. • Students will be revise and recognise the laws associated with the use of ICT and digital products. • Students will understand the key term “hacking” and recognise the differences between white, grey and black hat hackers. • Students will be able to select, refine and organise information so they are able to present it to their peers. • Use their skills set and technical know-how to embed media tools to enhance their work (sound, video and animation).
Assessment:	• Baseline Test /43 • Teacher assessment (innovators – presentation, communication and IT skills are assessed) • Team Quiz/test (based on innovators work)
Stretch and challenge:	Watch: The Hackers - BBC Documentary (iPlayer) Create: Original content development - sound/video/animation - combine skills from different units and embed Research a range of entrepreneurs and innovators - what makes them successful (business link) - produce a tick sheet on the "usual" qualities they possess e.g., “risk taker” or “creative”.

Design Technology

Design Technology projects depend on the rooming and class rotation. Over the year, students will cover all of the following:

Topics / tasks:	Key ring and holder / Programming / Plumbing and electrics		
Content and skills:	Depending on rooming, students will complete one of the following units:		
	Unit 1: Key ring and holder Students will design, develop and manufacture a system to hold keyrings. This will include some practical problem solving and the use of CAD. Students will also carry out product analysis on existing products.	Unit 2: Programming Students will program a variety of electrical components to experiment and problem solve.	Unit 3: Plumbing and electrics Students will learn about the Construction industry- covering topics such as COSHH, Fire Safety and Risk Assessment. Students will demonstrate practical plumbing and electrical skills such as wiring a plug and a double gang socket as well as how and why to use different types of plumbing fitting available. The practical tasks will run in conjunction with the theory lessons.
Assessment:	• Unit 1: Work in booklets will be assessed once every 6 weeks with consistent verbal feedback given in lessons. • Unit 2: Programming work will be marked on screen • Unit 3: Correct use of tools and equipment is assessed through verbal feedback.		
Stretch and challenge:	• Code a sequence for a traffic light system. The sequence should include a pedestrian crossing button. • Students could visit www.technologystudent.com to investigate the content from the unit they are studying.		

English

Topics / tasks:	<i>Noughts and Crosses Play by Malorie Blackman</i>	Creating Characters
Content and skills:	Reading - Studying the social, historical and cultural contexts of Malorie Blackman, slavery, and the Civil Rights Movement. - Studying the character development of key characters including Callum, Sephy, Ryan McGregor, Lynette. - Understanding the play genre and analysing the literary and dramatic methods used by Blackman. - Evaluating the purpose and success of allegorical writing - Inferring and deducing meaning and viewpoint in a text - Selecting and applying relevant evidence - Communicating clearly and structuring a written response - Acquire and use a wide vocabulary, including literary and linguistic terms to criticise and analyse.	Writing - Writing to describe and narrate. - Studying grammar for writing, including using vocabulary, sentence types and punctuation. - Studying and applying a range of linguistic methods to create character. - Developing and structuring a range of imaginative ideas.
Assessment:	Writing an essay to explore a key character in Noughts and Crosses.	Writing a description of a character.
Stretch and challenge:	Use this online study guide to develop your understanding of key quotations, characterisation and themes in the Noughts and Crosses play. Read the novel form of Noughts and Crosses by Malorie Blackman.	Study creative and narrative writing skills here .

Food & Textiles

Topics / tasks:	Recap & Development of further skills and knowledge in Food Preparation & Nutrition and Design Technology-Textiles	
Content and skills:	Depending on rooming, students will either start a Food Preparation and Nutrition project or begin a Textiles project, completing half a year in each subject by the end of year 9.	
	Food Preparation and Nutrition	Textiles
	- Recap students understanding of health and safety in the cooking and preparation of food. - Specific dishes have been chosen for students to cook to build upon the skills they gained in year 8, to challenge them and give them a wide variety of skills as well as become more independent with practical skills. - Students will learn a range of theory topics: effects of fast food, how key nutrients are used in the body, scientific processes that happen during cooking e.g. gluten formation and how PH effects the cooking process	- Recap on the safety of using the equipment in the Textiles room- students use a wider range of equipment more independently in year 9 - Design and create a textiles product independently using a commercial pattern. - Students will carry out a hand embroidery project that will build on their skills of developing products with a specific culture as inspiration. - Students will learn a range of theory topics: What markings are on a textiles pattern, an introduction to isometric drawing, different methods of manufacture, the use of CAD/CAM in textiles manufacture
Assessment:	There will be a variety of assessments on written work and practical outcomes. After 8 weeks (approx.) students complete a written test on the knowledge covered. Students' work will also be monitored throughout each lesson, to ensure that students are working to the best of their ability.	
Stretch and challenge:	Students are encouraged to adapt projects and recipes using the knowledge gained throughout the completion of their projects. Student should also access additional Home Learning Tasks via their class team, to further their knowledge in this subject.	

French

Topics / tasks:	Me, my family and friends
Content and skills:	Students will learn how to describe looks and character of themselves and others. They will talk about relationships with family and friends and discuss what makes a good friend. They will revise key grammar including present tense; adjectival agreements; direct object pronouns and reflexive verbs.
Assessment:	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal listening assessment.
Stretch and challenge:	Students can do the interactive exercises for units 1.1G/F/H on the <i>Kerboodle</i> website and can practise listening skills on YouTube by watching <i>FrenchPod101 Listening</i>

Geography

Topics / tasks:	Development
Content and skills:	Students will learn about what the term 'development' means in Geography and the different indicators used to measure and compare levels of development. Students will examine the economic, social, physical and historical reasons why the development gap exists and assess how large- and small-scale solutions can reduce the development gap. They will also study contrasting case studies of two countries at differing levels of development. Students will then examine shanty towns or slums in the fast growing cities of the world. Students will use a range of figures to practise analysing patterns of uneven development on a local, national and global scale. Students will practise their ability to develop, evidence and explain different points and counter arguments.
Assessment:	Writing an essay on the effectiveness of different development indicators. Students will answer the following question: <i>What is the most effective indicator used to measure the level of development of a country? Explain your ideas.</i> They must outline, explain and assess the effectiveness of a range of indicators, supporting points with evidence before justifying their final decision. A knowledge recall test on the solutions to uneven development.
Stretch and challenge:	Research how developed India or Nigeria is and why. Students will be studying these two countries if they choose GCSE Geography. The CIA world fact book and Gapminder websites are good places to start: www.cia.gov/the-world-factbook/ www.gapminder.org/ Read "Factfulness: Ten Reasons We're Wrong About The World - And Why Things Are Better Than You Think" by Hans Rosling or "The Almighty Dollar' Follow the Incredible Journey of a Single Dollar to See How the Global Economy Really Works" by Dharshini David.

German

Topics / tasks:	Free Time
Content and skills:	Students will be consolidating their knowledge of areas taught in Year 8 German. Students will learn how to talk and write about their free time. They will also cover a wide range of grammar including: the present tense of regular and irregular verbs; key adverbs; the perfect and the imperfect tense.
Assessment:	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal listening assessment on the topic of free time.
Stretch and challenge:	Learning more vocabulary on topic free time, learn the German verb tables and practice German word order in main and sub-clauses.

History

Topics / tasks:	Why did Britain pursue an empire? Exploration and early Empire.	How and why did Britain practise slavery?
Content and skills:	Students will investigate different reasons why Britain pursued an empire in the 16th and 17th centuries. They will learn how and why colonies in North America, Africa and South Asia were explored and conquered. Students will develop their essay writing skills. By investigating the different reasons for invasion students will practice forming clear judgements, explaining points and supporting points with evidence. They will learn to compare different points/factors and write counter arguments.	Students will investigate how and why Britain established the Transatlantic Slave Trade. They will learn who benefitted from slavery and what the legacy of this is. Students will develop their source analysis skills. By investigating a series of sources, they will learn to judge reliability and utility. They will determine reliability and utility by judging the relevance and trustworthiness of source content and provenance.
Assessment:	Students will complete a 20-question (30-mark) fact test on the British Empire in the 17th and 18th centuries. Late in the half term, student will prepare for a source analysis of a primary source on the experience of slavery.	
Stretch and challenge:	Complete the four case studies on the National Archives here .	Read and interact with the following BBC guide on slave owners here. Watch David Olusoga's Britains Forgotten Slave Owners here.

Latin

Topics / tasks:	Roman Britain - Fishbourne Palace	Relative clauses & the pluperfect tense
Content and skills:	How we can use primary sources to understand what life was like in Roman Britain and how it changed over time.	Using their knowledge of noun & verb endings to improve confidence and accuracy in translating and understanding Latin; revising the tenses we met in Year 8 alongside new material.
Assessment:	Assessment on Fishbourne Palace & regular grammar and vocabulary tests, alongside translation and comprehension tasks done in class and for homework.	
Stretch and challenge:	Reading about Roman Britain. There is a selection of suitable books available for students to borrow.	

Maths

Topics / tasks:	Directed number Squares, powers and roots, conjectures about number. Order of operations Prime factor decomposition Non calculator arithmetic with decimals and fractions. Fraction problems Percentages, financial maths.
Content and skills:	Review and extension of skills learned in Year 7 and 8. Application of skills to different contexts including algebra, geometry and finance. Development of reasoning and problem solving skills. Exam technique and knowledge of exam marking criteria.
Assessment:	Half term assessment 1 on work covered in the first 5 weeks.
Stretch and challenge:	• Completing extra work using Sparx Maths and Corbett Maths websites. • Completing enrichment tasks on the Nrich website: https://nrich.maths.org/

Music

Topics / tasks:	Musical Literacy Minimalism
Content and skills:	• To consolidate and enhance music literacy skills, focussing on pitch, rhythm and harmony. • Exploring contextual and musical aspects of minimalism
Assessment:	Completing written notation exercises. Composing a layered Minimalist piece using ostinatos. Completing assessed listening activities, which will enable them to reveal an understanding of the key features of Minimalism.
Stretch and challenge:	• Working through the ABRSM Music Theory in Practice resources (workbook or app) • Researching the music and influence of the Minimalist pioneer Terry Riley.

Physical Education

Topics / tasks:	Fitness activities and invasion game skills.
Content and skills:	Maintaining levels of cardio-vascular fitness, power and agility. Also refining invasion games skills including increasing the range of passing and defensive skills.
Assessment:	A timed cross-country run and a conditioned game
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school

Religious Education

In Year 9, students begin studying for their GCSE qualification in R.E; they will sit the examination at the end of Year 11.

Topics / tasks:	AQA GCSE Theme E: Crime and Punishment.
Content and skills:	Students will study religious teachings, and religious, philosophical and ethical arguments, relating to issues of crime and punishment, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all these issues. • The causes of crime. • Corporal punishment. • Death penalty. • Forgiveness. • Aims of punishment. • Treatment of prisoners. • Hate crimes.
Assessment:	Students will have a range of GCSE type assessments to complete in class. These concentrate on accurate understanding of key vocabulary, the ability to link the influence of belief to action, an ability to make detailed comparisons between the two religions studied and to evaluate a point of view and relate their religious knowledge to enrich the answer they make. All Year 9 students will sit a 30 minute in-class assessment at the end of Term 1 under exam conditions.
Stretch and challenge:	Visit online reference sites such as: Wikipedia, Britannica and the BBC Bite Size website. The AQA website contains a wealth of resources including past paper questions and model answers. The RE Teams folder also contains useful revision materials.

Science: Biology

Topics / tasks:	Topic 9B: Plant growth	
Content and skills:	Knowledge • Photosynthesis and respiration in plants • DNA • Selective breeding of organisms with desirable characteristics • Use of fertilisers • Farming problems	Skills • Testing leaves for the presence of starch • Sampling populations
Assessment:	End of topic assessment on completion of all the topic content with interim assessed work throughout the topic	
Stretch and challenge:	Visit online reference sites such as Seneca and the BBC Bitesize website. Please check the Science team regularly for updates and extra resources.	

Science: Chemistry

Topics / tasks:	Atomic structure and the periodic table	
Content and skills:	Knowledge • Development of the Atomic Model • Bohr model of the Atom • Electron Shells • Electronic Configuration and the Periodic Table • Patterns in the periodic table • Making Compounds • Symbol Equations	Skills • Evaluating evidence and understanding how scientific theories are developed • Linking structures of materials to physical properties • Evaluating materials to select appropriate uses • Using Chemical Formula • Writing Chemical equations
Assessment:	Written short answer tests at the end of the topic.	
Stretch and challenge:	Visit online reference sites such as Seneca and the BBC Bitesize website. Please check the Science team regularly for updates and extra resources.	

Science: Physics

Topics / tasks:	Forces and Motion, Fields and Electromagnets	
Content and skills:	Knowledge Forces and Motion • Speed and distance - time graphs • Balanced and Unbalanced forces linked to motion • Energy and Motion • Turning Forces • Work Done linked to force and distance	Skills • Rearranging and using equations to calculate numerical answers • Analysing graphs to find information • Using scientific models to explain observations • Drawing and using scientific diagrams with Forces
Assessment:	Test at the end of the Forces and Motion topic	
Stretch and challenge:	Visit online reference sites such as Seneca and the BBC Bitesize website. Please check the Science team regularly for updates and extra resources.	

Spanish

Topics / tasks:	Family topic: Revising elements of Year 7/8 grammar to ensure a firm grounding and understanding.
Content and skills:	They will revisit the topic of family. They will revise family members and relationships and learn how to describe family and friends physically and their personality and characteristics. They will use the verbs TENER/SER and revise the use of connectives. They will learn how to adapt a model using it to support their speaking and writing. They will learn more about adjectives consolidating their knowledge from Year 8. They will also begin to develop their listening skills and learn how to use transcripts to extend their vocabulary and improve their listening skills.
Assessment:	Students will be assessed by regular vocabulary and grammar tests. There will also be formal assessment in the form of listening & speaking.
Stretch and challenge:	Completing grammar exercises to check progress and understanding. Additional grammar sheets will be selected for all or some students by their class teacher to stretch and challenge. Students will be encouraged to use the online resource package KERBOODLE to support students in their learning.