



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 9

Curriculum Overview ***Half Term 2***

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:	Year 9 Concept Art & Biomorphic Architecture
Content and skills:	Summary of first half term: Pupils have revisited the principles of sketching with a focus on human proportions and drawing figures in different poses. They have made a start on creating a personal response to the title, collecting a range of visual references and potential starting points in designing either a costume, vehicle and building in relation to a chosen theme. An individual approach to this project is being encouraged. The open-endedness of the project lends itself well to pupils engaging with a project in a way not experienced before. The more a pupil puts into this project, the more they will get back in return. Independence and creative thinking are strongly encouraged, alongside the development of technical drawing. GCSE style investigation pages will be created as part of the exploration of artist's work, with links to the creative industries made. Pupils will begin the process of investigating the journey artists/designers have made from school into the creative industries. Creating story boards and electronic portfolio sheets introduced and developed all year. Reviewing their own work and the work of others with reference to the formal elements of art & design.
Assessment:	Pupils will receive feedback throughout the lesson with teacher/pupil conversations. Positive developmental comments will be shared as the work progresses. Work uploaded to Teams will receive acknowledgement and developmental comments when appropriate. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements will be mapped and used in relation to feedback. During any absence, pupils are encouraged to send images of their work for feedback via Teams.
Stretch and challenge:	Creating a more extensive portfolio of work, challenging themselves in the subject matter drawn. Taking greater risks and exploring the use of texture and space through more creative drawing techniques. Examples provided. Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction.

Computing

Topics / tasks:	What is it like to study GCSE Business, Computer Science or Creative iMedia? Entrepreneurs and media moguls – what does it take to be successful in business? Using a textual language (import Turtle) to create patterns and shapes. Working to a brief & developing an idea
Content and skills:	Fundamentals of business: • Enterprise and entrepreneurs – characteristic – can you identify them? • Secondary research and fact checking skills. • Marketing and market segmentation – why is this so important to business? How do we “segment” customers? • Promotional strategies – which are the most effective for your target market – why? Python Turtle: • Students will take their first steps with the programming language Python to draw shapes, patterns, and spirals. They will use a module named Turtle and along the way learn how to think in sequences and use loops in order to repeat a sequence. We will then develop their understanding of loops covering for loops, while loops and nested loops. This will provide a great steppingstone from a visual programming language like Scratch to the text-based environment of Python. Visualisation diagrams (Digital Literacy): • How to structure and develop a visualisation diagram to meet the needs of your client (links to industry)
Assessment:	R/A/G rating for topics – verbal feedback (discussions relating to option choices) Teams form assessment / 12
Stretch and challenge:	What is your all-time favourite marketing campaign? Show images, link to the advert (if they had one). Who do you think it is aimed at (target audience)? Why? Design (draw) and fully annotate (colours, fonts, text, Dolby label, barcode etc.) a Vinyl cover for a band of your choice. The Vinyl must reflect their style and album content.

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. (Year 9 Food HLT's still pending)	

French

Topics / tasks:	Jobs and own future job Future relationships (marriage/ cohabitation/ staying single/ ideal partner) Having children
Content and skills:	Students will be taught the simple future tense and how to understand near cognates when listening. They will learn how to prepare for a Photo Card in the GCSE speaking assessment.
Assessment:	Students will have weekly vocabulary and or grammar tests. Formal Listening, Reading and Translation Assessment.
Stretch and challenge:	Doing the interactive exercises and extra worksheets for units 1.2G/F/H on the Kerboodle website. Practising listening skills and expanding knowledge of vocabulary by watching FrenchPod101 Listening on YouTube.

Geography

Topics / tasks:	Development	Hazards
Content and skills:	Students will complete the topic of development by completing work on shanty towns by studying a case study to show the challenges and opportunities of living in them. They will then complete an end of unit assessment assessing their understanding of the work covered in the development topic since the beginning of the first half term.	Students will study what natural hazards are, examining the internal structure of the earth and how plates move. Students will also develop their enquiry skills by completing on-site fieldwork investigating air and noise pollution as potential hazards.
Assessment:	An end of unit test on the topic of Development.	On-site fieldwork write-up to be self or peer assessed in class.
Stretch and challenge:	Investigate the inequality in the UK. This page from The Equality Trust has a range of useful articles to help: https://equalitytrust.org.uk/scale-economic-inequality-uk Read "The Divide - A Brief Guide to Global Inequality and its Solutions" by Jason Hickel. Research how developed India or Nigeria is and why. 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.	Students can explore the topic further by completing the lessons and quizzes available at: https://www.bbc.co.uk/bitesize/topics/zn476sg Play the following online game to consolidate your knowledge of the structure of the Earth, tectonic plates and plate boundaries. The higher levels are excellent preparation for GCSE Hazards too. https://www.open.edu/openlearn/science-maths-technology/slip-slide-collide

German

Topics / tasks:	Free Time and Media
Content and skills:	Students will develop their grammar and writing skills alongside their reading skills, with a particular focus on how to identify and extract key information from texts. They will learn effective strategies for acquiring new vocabulary, recognising cognates, and expanding their use of varied and precise language. Learners will build their understanding of verb conjugation, using verbs across a range of tenses. They will strengthen their grammatical accuracy by working with regular and irregular verbs, modal verbs, German word order, and a range of tenses including past, present, future, and conditional. Students will also use connectives and question words to create more detailed and coherent responses. Students will learn to: use the verbs <i>to watch</i>, <i>to go</i>, <i>to read</i>, and <i>to surf</i> in the past, present, future, and conditional tenses • express and justify opinions about films, books, and the cinema • use the imperfect tense of <i>haben</i> and <i>sein</i> • use modal verbs (<i>can</i>, <i>be allowed to</i>, <i>have to</i>, <i>want to</i>, <i>like to</i>) • use demonstrative adjectives (<i>dieser</i>, <i>diese</i>, <i>dieses</i>) • form relative clauses using relative pronouns (<i>who</i>, <i>which</i>, <i>that</i>) • use a range of question words (<i>wann</i>, <i>wo</i>, <i>wie</i>, <i>wie viel</i>, <i>warum</i>, <i>was</i>, <i>wer</i>, etc.) • ask and answer questions using inversion (verb-first word order) • use a variety of connectives to extend sentences • pronounce the sounds <i>o</i> and <i>ö</i> accurately
Assessment:	Demonstrating their knowledge in vocabulary and grammar tests as well as a formal assessment in listening, reading and translation on the topic of free time and media.
Stretch and challenge:	Learn more vocabulary on the topics of free time and media, learn the German verb tables and practise German word order in main and sub-clauses.

History

Topics / tasks:	How did the powerless gain equality in Britain?
Content and skills:	Students will investigate different groups and explore their struggles to gain representation and equality, both in Britain and the British Empire: • The experience of slaves, slave revolts, the campaign for abolition and the legacy of slavery; • The experience of the working classes during the 19th century and campaigns for male suffrage; • The experience of women during the nineteenth century and the campaign for women's suffrage. This will include a study of Josephine Butler, Mary Seacole and the Suffrage movement. Students will develop their essay writing skills. By investigating the different legacies of Empire students will practice independent research, forming clear judgements, explaining points and supporting points with evidence. They will learn to compare different points/factors and write counter arguments.
Assessment:	Writing a source analysis: students will prepare for a source analysis of a primary source on the experience of slavery. They will explain whether a single source is a useful source for understanding the experiences of slavery. Late in the term, students will prepare for writing an essay. They will explain how the experience and legacy of the British Empire impacted upon three different groups of people. They will use evidence and detail gathered from lessons and their own research to explain the impacts of different protest methods deployed by different groups.
Stretch and challenge:	Watching the documentary series Enslaved, currently available on iPlayer. Watching the films Peterloo and Suffragette, available through Amazon Prime Reading <i>The Peterloo Massacre</i> by Robert Reid.

Latin

Topics / tasks:	Roman Egypt and Alexandria	The genitive case and consolidation of noun endings
Content and skills:	How the culture of Roman Egypt combined elements of Greek, Roman and Egyptian traditions.	Learning the endings of the 3 main groups of Latin nouns and using these to help improve confidence and accuracy in translation. We will also learn the meaning of all the nouns required for the GCSE Latin Language Paper.
Assessment:	An assessment on the Roman Empire, in addition to regular vocabulary & grammar tests.	
Stretch and challenge:	Reading about Egypt before the Roman period. There is a selection of suitable books available for students to borrow.	

Maths

Topics / tasks:	Expanding Brackets Factorising Substitution Solving Linear Equations Forming and solving linear equations Index notation, index rules, standard form
Content and skills:	• Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills
Assessment:	Half term assessment 2
Stretch and challenge:	• Complete extra work using Sparx Maths and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Minimalism	Rock & Roll
Content and skills:	Exploring contextual and musical aspects of minimalism Using the elements of music to analyse minimalist composition Writing ostinatos for form a layered minimalist piece	Exploring the cultural history of Rock & Roll Using the elements of music to analyse the main musical characteristic of the Rock & Roll genre Learning the primary chords on guitar
Assessment:	Composing a layered minimalist piece using ostinatos Completing assessed listening activities, which will enable pupils to reveal an understanding of the key features of Minimalism	Performing a Rock & Roll song using guitar Completing assessed listening activities, which will enable pupils to reveal an understanding of the key features of Rock & Roll, including its social context
Stretch and challenge:	Research the music and influence of the Minimalist pioneer Terry Riley	Research the many cover versions of a Rock & Roll song, analysing the musical similarities and differences

Physical Education

Topics / tasks:	Fitness activities and invasion game skills.
Content and skills:	Maintaining levels of cardio-vascular fitness, power and agility. Also refining 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 RE; they will sit the examination at the end of Year 11.

At GCSE, students follow the [AQA exam board specification](#).

Topics / tasks:	GCSE Theme A: Relationships and Families.
Content and skills:	Students will complete their studies of Theme E: Crime and Punishment and begin to explore Theme A. They will study religious teachings, and religious, philosophical and ethical arguments, relating to relationships and families, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Contraception. • Sexual relationships before marriage. • Cohabitation
Assessment:	Pupils 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:	Cells and Microscopes / Plant Structure and Function	
Content and skills:	Knowledge	Skills
	Cells and Microscopes - Detailed structure of eukaryotic and prokaryotic cells - Functions of subcellular components - Magnification and resolution - Specialised cells - Structure of DNA Plant Structure and Function - Plants as producers in food chains - Factors affecting photosynthesis - Roots and water uptake - Xylem and transpiration - Leaf structure - Improving crop yields	- Learning to use a microscope - Preparing a specimen for observation - Making a drawing of a cell - Calculations involving magnification - Converting between units - Expressing numbers in standard form - Testing leaves for starch - Observing stomata using microscopes - Pondweed simulation
Assessment:	Two written short answer tests: one at the end of the Cells and Microscopes topic and one at the end of the Plant Structure and Function topic	
Stretch and challenge:	Finding out how DNA codes for proteins.	

Science: Chemistry

Topics / tasks:	Chemical reactions	
Content and skills:	Knowledge • Reactivity Series • Displacement Reactions • State Symbols • Conservation of Mass • Reacting Masses • Energy in Reactions	Skills Safety in practical work Making patterns based on predictions Writing and balancing symbol equations
Assessment:	End of unit written test with recall and application questions.	
Stretch and challenge:	Find out about how the reactivity series is used in chemical industry. Find out about the chemical industries of the North East	

Science: Physics

Topics / tasks:	Forces and Motion, Fields and Electromagnets	
Content and skills:	Knowledge Forces and Motion • Turning Forces • Work Done linked to force and distance Fields and Electromagnets • Magnetic and gravitational fields • Static electricity • Circuits and current • Electromagnets	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:	End of unit test on the Forces and Motion topic	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	Learn how to use the language and transferable skills from the first half term to describe a boyfriend or girlfriend or future partner.
Content and skills:	They will learn how to use possessive adjectives and learn additional adjectives. They will learn the vocabulary of relationships within a family and learn how to talk about future partners. They will learn how to extend sentences using 'y 'and 'que' which will allow students to score in the highest language band in assessment. Using opinions from Year 8, students will learn how to give opinions in different ways and revise how to form the future tense. Most students should recognise this from term 3 of Year 8 (holidays)
Assessment:	Grammar homework worksheets and class tests to revise and consolidate the immediate future tense. Students will test their listening and reading skills in class and be given instant feedback. Formal assessment will be in the form of Listening, Reading and Translation. As they move into term 2 students should now be confident with: -subject pronouns -Regular present tense and some irregulars SER/IR/TENER/ESTAR -reflexive verbs -the immediate future tense
Stretch and challenge:	Trying to identify the future tense in listening tasks and written passages. Students will be given guidance as to how to tackle a reading task GCSE style looking for cognates and choosing carefully which words to look up and memorise. Most students will be confident writing in present and the immediate future tense. Some students could try to use these tenses side by side in speaking and writing. Their class teacher will guide students to KERBOODLE tasks to stretch and challenge.