



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 9

Curriculum Overview *Half Term 5*

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 Project continued, with new avenues added
Content and skills:	Pupils will continue developing their concept art outcomes, either based on costume design, architecture or vehicle design. Some projects have veered slightly away from the three main subject areas, and a focus on portraiture including headgear, decorative facades of buildings, and illusion art have emerged in some groups. This is one of the big positives of the concept art project, the fact pupils can personalise their own project and make it relevant to themselves. The world of concept art is so wide that we encourage pupils to start to develop more personal lines of enquiry following a generic starting point. By the end of this half term, pupils will have contextualised their ideas and presented some 'final' design ideas to take even further. The focus will be reviewing and refining their ideas in creating 'final' outcomes and learning how to present their work as a concept artist.
Assessment:	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons.
Stretch and challenge:	Pupils are encouraged to develop their own work at home using any process or material they enjoy using. To share these outcomes with their class teachers and be provided developmental comments for this work. Pupils are also encouraged to explore virtual galleries and museum websites in finding art they like and accessing online resources to help in their development. If a pupil creates work at home and is centred in the world of art & design, there may be scope for this to become a home/school-based project once the concept art project is completed.

Computing

Topics / tasks:	APP Lab (programming and design)
Content and skills:	Students will know how to: • Follow a brief • Place programming blocks to trigger events • Decompose a problem into a series of smaller steps • Extract information, analyse and interpret information. • The laws which govern digital content (and use of such) and GDPR (where relevant) Students will be able to: • Design and create an APP which is fit for purpose and audience. • Select relevant hardware and software tools to aid the development of their APP. • Carry out testing at regular intervals, problem solving and de-bugging (using the IDE) as they progress. • Use key terms when discussing their work and when evaluating its success against the set criteria. • Save their work, using sensible file names.
Assessment:	Teacher assessment for APP Lab assignment D/S/E Homework – App Visualisation diagram Pre-lim test for Y9 ATTN2 Quiz in Teams (ATTN2 Test will take place next half term)
Stretch and challenge:	App Creation: https://code.org/educate/applab https://codewithchris.com/how-to-make-iphone-apps-with-no-programming-experience/ Research: https://www.businessinsider.com/how-these-apps-changed-the-way-we-live-2019-12?r=US&IR=T Ted talk 12yo App Developer: https://www.youtube.com/watch?v=Fkd9TWUfFm0

Design Technology

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:	Students could visit www.technologystudent.com to investigate the content from the unit they are studying.		

English

Topics / tasks:	Reading: studying the poetry of Armitage and Duffy	Writing: Gothic Writing
Content and skills:	- Studying the background of Armitage and the features and style used in the following poems: About His Person, It Ain't What You Do, Hitcher and Out of the Blue. - Studying the background of Duffy and the features and style used in the following poems: Education for Leisure, Stealing, Salome and Medusa. - Understanding how to compare two texts in detail.	- The conventions of Gothic writing, including: gothic villains and monsters, gothic settings. - Understanding the differences between Gothic horror and modern horror. - Exploration of extracts and examples from Gothic writing: Dracula, Frankenstein, the Raven, Twilight. - The differences and links between narrative and descriptive writing
Assessment:	Write an essay to compare and contrast two poems.	Write a gothic description or the opening of a gothic story.
Stretch and challenge:	- Access online learning tools such as bitesize understanding poetry: https://www.bbc.co.uk/bitesize/topics. - And writing and analysing poetry: https://www.bbc.co.uk/bitesize/topics/ztbsp39	- Read a text from the gothic genre, such as Dracula, The Strange Case of Dr Jekyll and Mr Hyde or Woman in Black. - Improve your writing skills by learning how to build tension, use language/structure for effect and engage the reader: https://www.bbc.co.uk/bitesize/topics/zn8tkmn

Food & Textiles

Topics / tasks:	Recap & Development of 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:	Free Time Activities and Food
Content and skills:	Students will study free-time activities and food preferences. They will revise perfect using être and future tenses as well as modal verbs followed by the infinitive. They will learn a variety of complex structures, a range of negatives and how to form questions. They will also learn how to express a wider range of opinions with reasons. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks.
Assessment:	In class, there will be weekly vocabulary/ grammar tests. Over the course of the term, there will also be a formal speaking assessment, the timing of which will be subject to class progression.
Stretch and challenge:	Students can do further interactive grammar exercises using unit 3 of the Kerboodle online textbook with the login they have been given in class. They can also research traditional French cuisine.

Geography

Topics / tasks:	Middle East
Content and skills:	Students will be introduced to the Middle East and examine the human and physical geography of this region. Students will study the connection between the different climates and biomes in the Middle East before focusing on the desert biomes and the challenges for people living there. Students will then examine the connection between the UK and the Middle East before focusing on opportunities and challenges this regions faces today e.g. conflict.
Assessment:	A knowledge test on the Middle East.
Stretch and challenge:	Explore the topic further by completing the lessons and quizzes for this topic under year 7 unit 6 available at: https://continuityoak.org.uk/lessons Read the chapter on the Middle East in Tim Marshall's Prisoners of Geography book.

German

Topics / tasks:	Health
Content and skills:	Students will study the topic of healthy/ unhealthy lifestyles. They will revise the present, past, future and conditional tense as well as using modal verbs in a range of tenses. They will learn topic specific verbs and new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading, translation and writing tasks. Students will study the use of "um ... zu" (in order to) + infinitive, dative pronouns, since/ for in German (= seit) and practise German word order.
Assessment:	Students will regularly complete vocabulary and grammar tests as well as listening, reading, speaking, writing and translation exercises in class. Students will complete a formal Speaking Assessment on all content covered in Year 9.
Stretch and challenge:	Students can research different ways to stay fit and healthy in the German-speaking world.

History

Topics / tasks:	The Holocaust: A case study of the impact of ideology, mechanisation of war and genocide on Twentieth Century world history. WW2: To what extent was WW2 the same war as WW1? What caused WW2? Why did Britain fight? How far did it change Britain?
Content and skills:	Year 9 historians will learn about the increasing persecution of German and European Jews in the 1930s; including the use of ghettos and Nuremberg Laws. Pupils will investigate how and why WWII made Jewish persecution worse, before studying Auschwitz as a case study. Different theories of the causes of the Final Solution will be investigated, including a comparison of intentionalist v functionalist theories. Year 9 will then learn about the Nazi foreign policies that led to the Second World War. Pupils will assess and judge the reasons for Britain's appeasement of Germany before studying the impact of the war on the British home front. This will include the Battle of Britain, rationing, bombings and evacuations.
Assessment:	Pupils will have several opportunities to write about the causes and origins of the Holocaust and the blame for the Holocaust. They will also complete an essay on the reasons why anti-semitic persecution escalated in the 1930s. Pupils will prepare for this essay by analysing how the Nazi ideology and the Second World War both worsened treatment of Jewish Germans and Jewish Europeans.
Stretch and challenge:	Worksheets that require research on local and also world history provide context for the eras studying in lessons. Ask your teacher for these tasks. Pupils are encouraged to read books on the Holocaust such as <i>The Tattooist of Auschwitz</i>, <i>Maus</i>, <i>The Book Thief</i>, <i>Man's Search for Meaning</i> and the historical memoir <i>Night</i> by Elie Wiesel. <i>The Rise of the Nazis</i> is currently on the BBC iPlayer and <i>Auschwitz: the Nazis and the Final Solution</i> is an excellent documentary series on Netflix.

Latin

Topics / tasks:	Roman Britain – the town of Bath & Roman religion
Content and skills:	Students will study the Roman baths and temple complex at Bath, looking at evidence about Roman religion, divination and sacrifice. Language work will focus on building confidence in tackling complex sentences.
Assessment:	There will be an assessment on the topic of Bath & Roman religion, as well as regular translation and comprehension tasks.
Stretch and challenge:	Students can read and research about Roman Britain and religion across the empire.

Maths

Topics / tasks:	<u>Revision of HT1-4</u> Ratio – sharing in any ratio Proportion – unitary method, exchange rate, recipe questions Speed, distance, time – calculations and distance time graphs Algebra 2 – inequalities and quadratics
Content and skills:	• Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills
Assessment:	Summer assessment on topics covered in the summer term
Stretch and challenge:	Complete extra work using www.sparxmaths.com and www.corbettmaths.com Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Music Through Time
Content and skills:	A whistle-stop overview of the characteristic features, instruments and conventions of art music from the Baroque Era, the Classical Era, the Romantic Era and the 20 th Century
Assessment:	Completion of research and listening tasks highlighting the development of western classical music over the centuries Performance (keyboard) of part of all or part of piece representative of one of the eras studied
Stretch and challenge:	Completing more in-depth research of a composer we have studied, looking at their works and making comparisons between several recordings that are available online

Physical Education

Topics / tasks:	Athletic activities and striking / fielding games
Content and skills:	Students will develop running, jumping and throwing skills, including advanced skills such as discus and triple jump. Students will refine fielding skills, including the ability to play in a variety of positions. Continue to understand the importance of leading a warm up and cool down.
Assessment:	Measurement of a run, jump and throw 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:	Religion and Human Rights
Content and skills:	Pupils will have the opportunity to explore the importance of human rights and social justice. This includes learning about the Universal Declaration of Human Rights and religious, non-religious and ethical perspectives about ageism, racism, sexism, ableism, homophobia and religious discrimination. Focus will also turn to examples of social injustice such as poverty, human trafficking and unfair working conditions. This topic aligns with the GCSE Theme F Human Rights unit and additional resources are available on Teams, BBC Bitesize and YouTube to support students with this topic.
Assessment:	(a) A multiple choice test assessing their knowledge and understanding of key vocabulary. (b) A timed piece of evaluative writing.
Stretch and challenge:	Reading: Introducing Religious Ethics by Dilwyn Hunt (published by Nelson Thornes), AQA textbook, Teams resources will contain additional reading and support materials

Science: Biology

Topics / tasks:	Disease	
Content and skills:	Content • Definitions of Health, communicable and non-communicable diseases • Risk factors for non-communicable diseases • Obesity, alcohol and smoking as risk factors for disease • Treatments for cardiovascular disease • Pathogens and communicable diseases • Transmission of pathogens	Skills • Learning and applying key knowledge. • Assessing risk and benefit of different activities.
Assessment:	Assessment of GCSE content covered this year will be the main data used for setting into year 10.	
Stretch and challenge:		

Science: Chemistry

Topics / tasks:	History of the Atom and the periodic table forming ions and naming ionic compounds	
Content and skills:	Content - History of the atom including the work of Thompson, Dalton and Rutherford and how this lead to today's model of an atom. - History of the periodic table including the work of Dalton and Mendeleev. - Forming ions from atoms looking at the loss and gain of electrons with links to groups in the periodic table. - Using ion formation information tow name and write formula for common ionic compounds.	Skills - Explain how scientific theories are formed using evidence and review. - Problem solving using mathematical skill - Use of data to inform decisions.
Assessment:	Assessment of GCSE content covered this year at the start of half term six this assessment will be the main data used for setting into Year 10.	
Stretch and challenge:		

Science: Physics

Topics / tasks:	Conservation of energy	
Content and skills:	Content • Energy stores and transfers • Energy efficiency • Keeping warm – thermal insulation • Kinetic and gravitational potential energy calculations • Non-renewable and renewable energy resources	Skills • Comparing data and justifying decision using evidence • Mathematical rearrangement of equations, substitution of equations and solving problems using more than one equation.
Assessment:	Assessment of content covered this year at the start of half term six	
Stretch and challenge:	Relevant exercises on the Isaac Physics website: https://isaacphysics.org/	

Spanish

Topics / tasks:	Free-time and activities
Content and skills:	Students will cover the topics of free-time, food and eating out, music cinema and T.V. using the present tense, revising the immediate future and with an introduction to the simple future tense.
Assessment:	Students will regularly complete vocabulary and grammar tests as well as listening, reading, speaking, writing and translation exercises in class. Students will complete a formal Speaking Assessment on all content covered in Year 9.
Stretch and challenge:	Students will be given higher-level tasks in all skill areas to prepare them for GCSE. In addition, they will attempt GCSE style speaking and writing tasks as they move into the final term.