



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

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| 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: | <p>Drawing, photoshop, painting, sculpture, print making</p> <ul style="list-style-type: none"> • 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. | <p>Annotation</p> <p>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.</p> <p>Students will also begin the process of investigating the journey artists/designers have made from school into the creative industries.</p> <p>Reviewing their own work and the work of others with reference to the formal elements of art & design.</p> |
| Assessment: | <p>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.</p> | <p>The creation of GCSE style investigation pages, with image of artwork in the centre of the page surrounded by student annotation.</p> |
| | <p>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.</p> | |
| Stretch and challenge: | <p>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.</p> | <p>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.</p> |

Computing

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| Topics / tasks: | The Laws and key terms Innovators and their creations |
| Content and skills: | <p>Y9 Baseline test: Websites, spreadsheets, laws relating to the use of ICT, DTP e-safety and input, process and output.</p> <ul style="list-style-type: none">• 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: | <ul style="list-style-type: none">• Baseline Test /43• Teacher assessment (innovators – presentation, communication and IT skills are assessed)• Team Quiz/test (based on innovators work) |
| Stretch and challenge: | <p>Watch: The Hackers - BBC Documentary (iPlayer)</p> <p>Create: Original content development - sound/video/animation - combine skills from different units and embed</p> <p>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”.</p> |

Design Technology

Design Technology projects take place over the course of an entire term; this work therefore covers until Christmas.

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| Topics / tasks: | CAD/CAM key ring and holder or Clock | |
| Content and skills: | Depending on rooming, students will either start a CAD/CAM project, or start plumbing and electrical tasks in the workshop | |
| | CAD/CAM key ring and holder <ul style="list-style-type: none"> • Investigate the advantages and disadvantages of CAD/CAM • Use findings from analysis to design and design and develop a working prototype • Investigate further improvements through testing and third-party feedback. | Plumbing and electrical tasks <ul style="list-style-type: none"> • Students will learn about the Construction industry- covering topics such as COSHH , Fire Safety and Risk Assessment. This will help to prepare them for taking Construction in their KS4 option choices. • Practical - 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: | <ul style="list-style-type: none"> • There will be a variety of assessments including assessing quality of completed practical work and ability to complete investigation in the form of a product analysis task. • Students' work will also be monitored safely throughout each lesson, thus ensuring that students are working to the best of their ability. | |
| Stretch and challenge: | <ul style="list-style-type: none"> • Students should familiarise themselves with the use of CAD/CAM in industry • Investigate a wider range of design movements and key designers I.e. Memphis and Dyson | |

English

| Topics / tasks: | <i>Of Mice and Men</i> by John Steinbeck | Creating Characters |
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| Content and skills: | <p>Reading</p> <ul style="list-style-type: none"> • Studying the social, historical and cultural contexts of John Steinbeck. • Studying the character development of key characters. • Studying the novella genre and analysing the literary methods used by Steinbeck. • Inferring and deducing meaning and viewpoint in a text • Selecting and applying relevant evidence • Communicating clearly and structuring a written response | <p>Writing</p> <ul style="list-style-type: none"> • 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 theme in <i>Of Mice and Men</i> . | 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 <i>Of Mice and Men</i> . | Study creative and narrative writing skills here . |

Food & Textiles

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| 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 <ul style="list-style-type: none"> • 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 | Textiles <ul style="list-style-type: none"> • 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 an iterative project that will build on their skills of developing products for a specific customer with specific needs • 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

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| 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 |
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| Content and skills: | <p>Students will learn about global patterns of development, how and why different countries are classified according to their level of development 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.</p> <p>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.</p> |
| Assessment: | <p>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?</i> They must outline, explain and assess the effectiveness of a range of indicators, supporting points with evidence before justifying their final decision.</p> <p>A knowledge recall test on the solutions to uneven development.</p> |
| Stretch and challenge: | <p>Research how developed India or Nigeria is and why. Students will be studying these two countries next year. The websites of the CIA world fact book and Gapminder are good places to start: www.cia.gov/the-world-factbook/ www.gapminder.org/</p> <p>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.</p> |

German

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| 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? |
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| Content and skills: | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> |
| Assessment: | <p>Writing an essay. Students will answer the following question: <i>How useful is the following source for studying the experience slavery? Explain.</i> They must judge the accuracy, validity and convincing nature of the interpretation, and explain their judgement with evidence.</p> | |
| Stretch and challenge: | <p>Complete the four case studies on the National Archives here.</p> | <p>Read and interact with the following BBC guide on slave owners here. Watch David Olusoga's Britains Forgotten Slave Owners here.</p> |

Latin

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| Topics / tasks: | Fishbourne Palace; Roman Alexandria | The pluperfect tense & the genitive case |
| Content and skills: | How evidence from sites across the Roman empire helps us understand how the empire worked and what it would have been like to live in that world. | Using their knowledge of noun & verb endings to improve confidence and accuracy in translating and understanding Latin; revising the tenses & cases we met in Year 8 alongside the new ones. |
| 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 different regions of the Roman empire. There is a selection of suitable books available for students to borrow. | |

Mandarin

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| Topics / tasks: | Holiday (countries; weather; transport) |
| Content and skills: | Students will study the topic of holidays. They will learn new vocabulary relevant to weather and transport and be able to apply this through speaking, listening, reading and writing tasks. Students will study using the past time marker 'le' to talk about a completed action and using verbs 'zuo' and 'qi' to talk about the means of transport used. |
| Assessment: | Students will be assessed by regular vocabulary and grammar tests. There will also be a formal listening assessment on the food topic. |
| Stretch and challenge: | Researching famous holiday destination in China. Looking at the role of the radicals in Chinese characters. |

Maths

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| Topics / tasks: | Directed number Squares, powers and roots Order of operations Prime factor decomposition Non calculator arithmetic with decimals and fractions Fraction problems Percentages |
| 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: | <ul style="list-style-type: none">• Completing extra work using Hegarty Maths and Corbett Maths websites.• Completing enrichment tasks on the Nrich website: https://nrich.maths.org/ |

Music

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| Topics / tasks: | Musical Literacy Minimalism |
| Content and skills: | <ul style="list-style-type: none">• 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: | <ul style="list-style-type: none">• 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

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| 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.

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| Topics / tasks: | GCSE Theme 4: Religious responses to issues related to human rights. |
| Content and skills: | <p>Pupils will study this theme looking exclusively at Judaism and Christianity and the support they offer for upholding human rights and social justice.</p> <p>They will become familiar with what human rights entail. They will look at and explore key human right abuses - people trafficking, slavery, genocide.</p> <p>Pupils will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.</p> |
| Assessment: | <p>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.</p> <p>All Year 9 students will sit a 30 minute in-class assessment at the end of Term 1 under exam conditions.</p> |
| Stretch and challenge: | <p>Visit online reference sites such as: Wikipedia, Britannica and the BBC Bite Size website</p> |

Science: Biology

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| Topics / tasks: | Topic 9B: Plant growth | |
| Content and skills: | Knowledge <ul style="list-style-type: none">• Photosynthesis and respiration in plants• DNA• Selective breeding of organisms with desirable characteristics• Use of fertilisers• Farming problems | Skills <ul style="list-style-type: none">• 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: | By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk | |

Science: Chemistry

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| Topics / tasks: | Atomic structure and the periodic table | |
| Content and skills: | <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none">• 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 | <p style="text-align: center;">Skills</p> <ul style="list-style-type: none">• 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: | By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk | |

Science: Physics

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| Topics / tasks: | Forces and Motion, Fields and Electromagnets | |
| Content and skills: | <p style="text-align: center;">Knowledge</p> <p>Forces and Motion</p> <ul style="list-style-type: none"> • Speed and distance - time graphs • Balanced and Unbalanced forces linked to motion • Energy and Motion • Turning Forces • Work Done linked to force and distance <p>Fields and Electromagnets</p> <ul style="list-style-type: none"> • Magnetic and gravitational fields • Static electricity • Circuits and current • Electromagnets | <p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • 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: | Two written short answer tests on at the end of the Forces and Motion topic and one at the end of the Fields and Electromagnets topic. | |
| Stretch and challenge: | By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk | |

Spanish

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| 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. |