



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 9

Curriculum Overview *Half Term 3*

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, 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.
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, with written comments provided for main outcomes on MS teams.
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:	E-Safety (sexting) Deep Fakes Programming with Python (PRIMM)
Content and skills:	<p>Sexting: Define “Sexting” and show students the facts surrounding sexting and videos highlighting the negative impact this can have.</p> <p>Deepfakes: Understand what a Deepfake is, how they are/have been used in society and what the ethical (and at times legal) implications of this can be.</p> <p>Programming: 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. This will provide a great stepping-stone from a visual programming language like Scratch to the text-based environment of Python.</p> <p>Students will start to develop their understanding of iteration and how this can be applied to their code We will also develop their understanding of loops covering for loops, while loops and nested loops Using the IF function</p>
Assessment:	Teacher assessment for Python assignment D/S/E Homework – error detection
Stretch and challenge:	Learn Python: teachcomputerscience.com/gcse-python/ & www.codecademy.com/catalog/language/python Need to know more: https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/

Design Technology

Topics / tasks:	Engineering: Electronics / Mechatronics
Content and skills:	<p>Students will study:</p> <ul style="list-style-type: none">• Different sectors of the engineering industry• Gear & Velocity Ratio• Motors and robots• Electronic components (inputs)• The process of iterative design when programming electronic systems• Students will learn how to programme / code systems independently
Assessment:	<ul style="list-style-type: none">• Verbal feedback throughout the project• Written feedback• End of topic test
Stretch and challenge:	<ul style="list-style-type: none">• Explore the use of mechatronics in industry

English

Topics / tasks:	Reading <i>Macbeth</i> by William Shakespeare	Public Speaking: Social Justice
Content and skills:	Reading <ul style="list-style-type: none"> Studying the plot, themes, setting and characterisation in <i>Macbeth</i> within the social and historical context of Shakespeare. Inferring and deducing meaning and viewpoint in a text. Selecting and applying relevant evidence. Explaining Shakespeare's purposes and use of methods and vocabulary. 	Writing and Speaking <ul style="list-style-type: none"> Writing to argue and persuade. Studying the structures and language used by a range of opinion article writers. Using vocabulary, linguistic methods, sentence types and punctuation for effect. Developing and structuring a range of convincing ideas Deliver a speech to the class on a social justice topic.
Assessment:	Write an essay about a key character in the play.	Deliver a speech on a social justice related topic/theme
Stretch and challenge:	<p>Study the play in more detail using the RSC Shakespeare Learning Zone: www.rsc.org.uk/macbeth/</p> <p>You can also use the resources created by the Globe Theatre: www.shakespearesglobe.com/learn/secondary-schools/playing-shakespeare-with-deutsche-bank/macbeth-2020-playing-shakespeare/</p> <p>Revise the plot and key themes using BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zp982hv</p>	<p>Read a range of opinion articles: www.theguardian.com/uk/commentisfree www.independent.co.uk/news/media/opinion</p> <p>Study writing to persuade and argue: https://www.bbc.co.uk/bitesize/guides/zyydjxs/revision/1</p>

Food Preparation and Nutrition & Textiles

Topics / tasks:	Depending on rooming, students will either start a Food Preparation and Nutrition project or begin a Textiles project.	
Content and skills:	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 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
Assessment:	There will be a variety of assessments including assessing quality of completed practical work. 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.	

French

Topics / tasks:	Technology in Everyday Life
Content and skills:	Students will study the different uses of technology and the advantages and disadvantages of mobile phones. They will revise the present, perfect and future tenses. They will learn how to use direct and indirect object pronouns as well as a variety of infinitive phrases. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing.
Assessment:	In class, there will be weekly vocabulary tests, grammar tests and a formal assessment in writing and translating based on content on Family and Relationships from term 1 and Technology from term 2.
Stretch and challenge:	Students can do further interactive grammar exercises using unit 2 of the Kerboodle online textbook with the login they have been given in class. They can also research how French teenagers use technology or change the settings on their mobile phone to French for 24 hours.

Geography

Topics / tasks:	Hazards
Content and skills:	Students will study what natural hazards, examining the internal structure of the earth and how plates move. Students will then examine why earthquakes happen and the contrasting impacts and responses to these events in a rich and poor country.
Assessment:	A knowledge recall test on the topic of hazards.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: https://www.bbc.co.uk/bitesize/topics/zn476sg

German

Topics / tasks:	Clothes
Content and skills:	Students will study the topic of clothes. They will revise the present, past, future and conditional tenses as well as using modal verbs in a range of tenses. Students will learn new vocabulary relevant to the clothes topic and be able to apply this through speaking, listening, reading and writing. Students will study the use of possessive pronouns, "man", subject and object pronouns, negatives as well as adjective endings in the nominative and accusative cases.
Assessment:	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal writing and translation assessment, covering content from term 1 and the Clothes topic.
Stretch and challenge:	Students can research why students do not wear school uniform in German speaking countries.

History

Topics / tasks:	How and why did the British Empire lead to the First World War? What were the experiences of men during the First World War? How and why did the Nazis rise to power in Germany and persecute Jewish people?
Content and skills:	Pupils will study the causes of the First World War, including imperialism, the alliance system and militarism. They will then learn about the experiences of British and local soldiers in recruitment/conscription, trench warfare, weapons, tactics and specific battles. Pupils will also complete a research project to create a First World War soldier's scrapbook. Pupils will then study the impact of the First World War upon Germany.
Assessment:	Pupils will write a source analysis about the utility of a source for understanding soldiers' experiences during the war.
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.

Latin

Topics / tasks:	Religion in Roman Egypt; pronouns & imperatives
Content and skills:	How the culture of Roman Egypt combined elements of Greek, Roman and Egyptian traditions. Tackling increasingly complex sentences, with a variety of pronouns and different verb types; how to analyse the structure of a sentence in order to translate it accurately.
Assessment:	In addition to regular vocabulary tests, there will be a translation assessment.
Stretch and challenge:	Students can read and research about Roman Britain and religion across the empire.

Mandarin

Topics / tasks:	Holidays and transport
Content and skills:	Students will study the topic of holidays. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing. Students will study using the past time marker 'le' to talk about a completed action. Using verb 'zuo' and 'qi' to talk about the means of transport used.
Assessment:	In class, there will be weekly vocabulary tests (characters) and practice of listening and reading. There will be a formal writing and translation assessment.
Stretch and challenge:	Student will extend their language knowledge by investigating Character's radicals.

Maths

Topics / tasks:	Nth term Different types of sequence Plotting linear graphs Gradient and intercept Index Laws Standard form
Content and skills:	<ul style="list-style-type: none">• Revision and consolidation of previously learned skills• Extension of skills to unfamiliar contexts• Reasoning and problem solving skills
Assessment:	Half term 3 assessment
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Variations
Content and skills:	Exploring the musical conventions of the variations structure Listening and analysis of existing examples of variations Composing a simple set of variations on the melody 'Freres Jacques'
Assessment:	Composition of a simple set of variations on the melody 'Freres Jacques' exploring melodic and rhythmic variation techniques, and harmonising with primary chords
Stretch and challenge:	Use the primary chords to create accompaniment figurations Compose more adventurous melodic variations with complex rhythmical patterns and melodic decoration

Physical Education

Topics / tasks:	Fitness activities and invasion / net game skills.
Content and skills:	Increasing levels of cardio-vascular fitness, power and muscular endurance. Also refining games skills including increasing the range of passing and movement with and without the ball. Develop service and receiving skills in net games.
Assessment:	A timed cross-country run and a conditioned game.
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school when these become available.

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:	GCSE Theme 3: Issues about good and Evil Pupils are expected to cover the topic looking at Jewish and Christian perspectives
Content and skills:	<p>This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. Learners are expected to make relevant references to scripture and other sources of authority.</p> <p>➤ What makes an act 'wrong'?</p> <p>Religious and ethical responses: relative and absolute morality, conscience, virtues, sin</p> <p>Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation</p> <p>The treatment of criminals and the work of prison reformers and prison chaplains</p> <p>Varied Conservative and Liberal Jewish and Christian responses to the Death Penalty, including interpretations of Christian teaching: Leviticus 24:17-20, Exodus 20:13, Matthew 5:38-39, 43-47</p> <p>Jewish and Christian teachings about forgiveness, including interpretations of teachings: Micah 7:18, Matthew 18:21-22, Matthew 6: 14-15 Examples of forgiveness arising from personal beliefs.</p> <p>Philosophical perspectives on the origin of evil: Berakhot 9:5, Avodah Zarah, 3b, Deuteronomy 30:15-19. Original Sin (free will) and 'soul-making' (Irenaeus and John Hick)</p> <p>Philosophical challenges posed by belief in God, free will and the existence of evil and suffering the diversity of Jewish responses to The Holocaust (Shoah)</p>
Assessment:	Pupils will have a 30 minute GCSE standard assessment
Stretch and challenge:	Pupils may wish to read one of the foremost writers on faith and morality from the Jewish community in Britain, Rabbi Jonathan Sacks. [1948 - 2020] Lord Sacks has written extensively. His most recent book published in 2020 is Morality: Restoring the Common Good in Divided Times. Peter Vardy's book The Puzzle of Evil is a good accessible introduction to the topic from a Christian point of view.

Science: Biology

Topics / tasks:	9B: Plant Growth and DNA, selective breeding	
Content and skills:	Knowledge <ul style="list-style-type: none"> • Reactions in plants – photosynthesis and respiration • Plant adaptations • Plant products • Growing crops and farming problems • Structure of DNA • Natural selection 	Skills <ul style="list-style-type: none"> • Learning to use a microscope • Using practical equipment to test leaves for the presence of starch • Manipulating data • Sampling techniques
Assessment:	End of topic assessment on plant growth	
Stretch and challenge:	Finding out how DNA codes for proteins – preparation for GCSE work which extends on content taught in 9B. By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk	

Science: Chemistry

Topics / tasks:	Applications of Chemistry	
Content and skills:	Knowledge <ul style="list-style-type: none"> • Quarrying and Mining • Composites • Investigation • Ceramics • Polymers • Smart Polymers • Recycling, green chemistry 	Skills <ul style="list-style-type: none"> • Working safely in practicals • Calculations involving masses
Assessment:	End or topic test	
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

Topics / tasks:	Forces and Motion, Fields and Electromagnets	
Content and skills:	Knowledge Fields and Electromagnets <ul style="list-style-type: none">• Magnetic and gravitational fields• Static electricity• Circuits and current• Electromagnets	Skills <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:	End of Topic test on 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

Topics / tasks:	Technology in everyday life
Content and skills:	Students will learn how to explain how they use technology in their everyday lives and keep in contact with friends and family and use technology as a tool for learning and leisure activities.
Assessment:	In class, there will be regular vocabulary tests and grammar activities to check progress and students will be assessed in writing and translation at the end of the unit.
Stretch and challenge:	Some students will learn how to give more complex opinions and research how Spanish students use and view technology in their lives.