



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, 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 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

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| 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: | Key ring and holder / Programming / Plumbing and electrics | | |
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| Content and skills: | Depending on rooming, students will complete one of the following units: | | |
| | <p>Unit 1: Key ring and holder</p> <p>Students will design, develop and manufacture a system to hold keyrings. This will include some practical problem solving and the use of CAD.</p> <p>Students will also carry out product analysis on existing products.</p> | <p>Unit 2: Programming</p> <p>Students will program a variety of electrical components to experiment and problem solve.</p> | <p>Unit 3: Plumbing and electrics</p> <p>Students will learn about the Construction industry- covering topics such as COSHH, Fire Safety and Risk Assessment.</p> <p>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.</p> |
| Assessment: | <ul style="list-style-type: none"> • 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: | <ul style="list-style-type: none"> • Students could visit www.technologystudent.com to investigate the content from the unit they are studying. | | |

English

| Topics / tasks: | Reading <i>Macbeth</i> by William Shakespeare | Public Speaking: Social Justice |
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| 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 & Textiles

| Topics / tasks: | Recap & Development of further skills and knowledge in Food Preparation & Nutrition and Design Technology-Textiles | |
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| 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 |
| | <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 | <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 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: | <p>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.</p> <p>Students' work will also be monitored throughout each lesson, to ensure that students are working to the best of their ability.</p> | |
| 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: | 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

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| Topics / tasks: | Hazards |
| Content and skills: | Students will study what natural hazards are, examine 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 high-income country (HIC) and low-income country (LIC). Students will also study volcanoes, supervolcanoes and tsunamis. |
| Assessment: | A knowledge recall test on the topic of hazards. |
| Stretch and challenge: | <p>Students can explore the topic further by completing the lessons and quizzes available at: https://www.bbc.co.uk/bitesize/topics/zn476sg</p> <p>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</p> |

German

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| 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

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| 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

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| 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. |

Maths

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| Topics / tasks: | Probability (including listing outcomes and relative frequency) Averages and range (including frequency tables and comparing distributions) Angles and Bearings (including combining angle rules and measuring and drawing bearings) |
| 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.sparxmaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org |

Music

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| 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

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| 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.

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| Topics / tasks: | Theme A: Human Relationships Theme F: Human Rights and Social Justice |
| Content and skills: | Pupils are following the AQA specification, details about Themes A and F can be found here: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-2-thematic-studies |
| Assessment: | (a) 12- mark evaluation answer. (b) An assessment covering the 5 different AQA exam skills. |
| 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

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| Topics / tasks: | 9B: Plant Growth and DNA, selective breeding continued... then, Cells, microscopes, unit conversions | |
| Content and skills: | <p>Knowledge</p> <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 • Eukaryotic and prokaryotic cells | <p>Skills</p> <ul style="list-style-type: none"> • Learning to use a microscope • Unit conversions • 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: | <p>Finding out how DNA codes for proteins – preparation for GCSE work which extends on content taught in 9B.</p> <p>By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk</p> | |

Science: Chemistry

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| Topics / tasks: | Reactions in Chemistry | |
| Content and skills: | Knowledge <ul style="list-style-type: none"> • Balancing Equations • How and why mass is conserved in reactions • Reacting Masses – making predictions about reactions • Energy change – how energy changes in reactions. | Skills <ul style="list-style-type: none"> • Working safely in practicals • Calculations involving masses |
| Assessment: | End of topic test | |
| Stretch and challenge: | How can we predict the mass of all chemicals produced in a chemical reaction when we only know the mass of one starting material? | |

Science: Physics

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| 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 | |
| Stretch and challenge: | Completing relevant exercises on Isaac Physics website. | |

Spanish

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| 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. |