



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 9

## Curriculum Overview

### *Half Term 4*

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

<b>Topics / tasks:</b>	<b>The Elements of Art &amp; Design</b>
<b>Content and skills:</b>	Pupils will be continuing with their Concept Art project. For some pupils this may lead to new avenues of investigation from their initial starting point. Projects are currently ranging from costume design to futuristic architecture. The element of independent work and pupils making creative decisions an important one in preparing for GCSE's. Pupils' are encouraged to go beyond the norm and use what materials they have at home. The use of Photoshop is something we are hoping more pupils will be able to develop, using their school adobe creative suite account.
<b>Assessment:</b>	Pupils will need to upload work on a weekly basis for feedback by their class teacher. This may be in the form of a digital portfolio or using assignments within the team's class area. Feedback will be developmental and focused on how to improve or move work on to new areas of investigation.
<b>Stretch and challenge:</b>	Pupils are encouraged to take risks and use the creative freedom they have in creating work that is challenging and imaginative. We would like to see pupils going outside their comfort zone in creating art. Even if the outcomes are not instantly considered successful, the process of trying something new and learning from mistakes an important lesson to learn.

# Computing

<b>Topics / tasks:</b>	<b>Digital media and advertising</b>
<b>Content and skills:</b>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>• Follow a client brief.</li> <li>• Extract information, analyse and interpret information.</li> <li>• The laws which govern digital content (and use of such)</li> <li>• The difference between Primary &amp; Secondary sources, giving examples of each.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create a range of planned and digital documents which are fit for purpose and audience.</li> <li>• Select relevant hardware and software tools to aid the development of their creations.</li> <li>• Use key terms when discussing their work and when evaluating its success against the set criteria.</li> <li>• Save their work, using sensible file names and folder structures (including an assets).</li> <li>• Select, refine, and edit a variety of resources for a given brief/audience.</li> <li>• Design &amp; development (media)</li> <li>• Create a mind map and a mood board for a new product. Research: Data and statistics, effective advertising campaigns, customer feedback and sales reports – Links with GCSE Business</li> <li>• Create a design for the product and visual identify (logo) – Links with Creative iMedia</li> <li>• Design a billboard advert and create a short advert which will appeal to the target audience – Links with Creative iMedia</li> </ul>
<b>Assessment:</b>	<p>Teacher assessment for “Jem &amp; Benny's” assignment D/S/E            Homework – mind map            Exam questions (technique and content) for pre-production documents.</p>
<b>Stretch and challenge:</b>	<p>Successful marketing: <a href="http://www.youtube.com/watch?v=xKHFzs5mwPg">www.youtube.com/watch?v=xKHFzs5mwPg</a>            Design: <a href="http://www.canva.com">www.canva.com</a></p>

# Design Technology

<b>Topics / tasks:</b>	<b>Key ring and holder / Programming / Plumbing and electrics</b>		
<b>Content and skills:</b>	Depending on rooming, students will complete one of the following units:		
	<p><b>Unit 1: Key ring and holder</b></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><b>Unit 2: Programming</b></p> <p>Students will program a variety of electrical components to experiment and problem solve.</p>	<p><b>Unit 3: Plumbing and electrics</b></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>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Work in booklets will be assessed once every 6 weeks with consistent verbal feedback given in lessons.</li> <li>• <b>Unit 2:</b> Programming work will be marked on screen</li> <li>• <b>Unit 3:</b> Correct use of tools and equipment is assessed through verbal feedback.</li> </ul>		
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Students could visit <a href="http://www.technologystudent.com">www.technologystudent.com</a> to investigate the content from the unit they are studying.</li> </ul>		

# English

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

# Food & Textiles

<b>Topics / tasks:</b>	<b>Recap &amp; Development of further skills and knowledge in Food Preparation &amp; Nutrition and Design Technology-Textiles</b>	
<b>Content and skills:</b>	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.	
	<b>Food Preparation and Nutrition</b> <ul style="list-style-type: none"> <li>• Recap students understanding of health and safety in the cooking and preparation of food.</li> <li>• 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.</li> <li>• 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</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>• Recap on the safety of using the equipment in the Textiles room- students use a wider range of equipment more independently in year 9.</li> <li>• Design and create a textiles product independently using a commercial pattern.</li> <li>• Students will carry out a hand embroidery project that will build on their skills of developing products with a specific culture as inspiration.</li> <li>• 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</li> </ul>
<b>Assessment:</b>	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.	
<b>Stretch and challenge:</b>	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

<b>Topics / tasks:</b>	<b>Social Media</b>
<b>Content and skills:</b>	Students will study the uses, advantages and disadvantages of social media. They will learn several irregular verbs in the present tense. They will also learn to use the conditional tense and a greater 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 tasks.
<b>Assessment:</b>	In class, there will be weekly vocabulary tests, grammar tests. There will also be a formal assessment of writing and translation skills.
<b>Stretch and challenge:</b>	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 French social networks.

# Geography

<b>Topics / tasks:</b>	<b>Hazards</b>	<b>The Middle East</b>
<b>Content and skills:</b>	Students will complete their study of this topic, building on the work from last half term to examine the causes, impacts of and responses to volcanic eruptions, supervolcanoes and tsunamis.	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.
<b>Assessment:</b>	Hazards end of unit assessment.	Middle East Map Test
<b>Stretch and challenge:</b>	<p>Students can explore the topic further by completing the lessons and quizzes available at:  <a href="https://www.bbc.co.uk/bitesize/topics/zn476sg">https://www.bbc.co.uk/bitesize/topics/zn476sg</a></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.  <a href="https://www.open.edu/openlearn/science-maths-technology/slip-slide-collide">https://www.open.edu/openlearn/science-maths-technology/slip-slide-collide</a></p>	<p>Explore the topic further by completing the lessons and quizzes for this topic under year 7 unit 6 available at:  <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p> <p>Read the chapter on the Middle East in Tim Marshall's Prisoners of Geography book.</p>

# German

<b>Topics / tasks:</b>	<b>Shopping and food</b>
<b>Content and skills:</b>	Students will study the topic of shopping and food. They will revise the present, past, future and conditional tense as well as using modal verbs in a range of tenses. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading, translation and writing tasks. Students will study prepositions including "in + accusative and in + dative case, object pronouns, practice word order (the verb as second idea) as well as topic specific verbs.
<b>Assessment:</b>	In class, there will be regular vocabulary and/ or grammar tests. There will be one formal assessment in Writing and Translation.
<b>Stretch and challenge:</b>	Students can research different Austrian and German dishes.

# History

<b>Topics / tasks:</b>	<b>What were the consequences of the First World War? How and why did the Nazis rise to power in Germany and persecute Jewish people?</b>
<b>Content and skills:</b>	<p>Year 9 historians will learn about the causes, battles and consequences of the First World War, before they assess the impact of the Treaty of Versailles on Germany.</p> <p>Pupils will make multi-causal judgements about how the Nazi Party gained popularity in Germany. Pupils will then study the methods Nazis' consolidation of power and Hitler's rise to dictatorship. This includes the Nazi exploitation of the Treaty of Versailles and the Great Depression. They will analyse the increasing persecution of German and European Jews, 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.</p>
<b>Assessment:</b>	<p>Pupils will complete factual recall tests and will write a source analysis about the utility of a source for understanding soldiers' experiences during the war. They will also write an essay question on the causes of the Holocaust.</p>
<b>Stretch and challenge:</b>	<p>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 on Netflix.</p>

# Latin

<b>Topics / tasks:</b>	<b>Science &amp; medicine in Alexandria; Roman Britain – the town of Bath; present &amp; past participles</b>
<b>Content and skills:</b>	Students will continue their study of the site of Bath, looking at evidence about Roman religion, divination and sacrifice. Students will study the Roman baths and temple complex at Bath, looking at inscriptions and curse tablets. We will also learn about present and past participles.
<b>Assessment:</b>	In addition to regular vocabulary tests, there will be a grammar assessment.
<b>Stretch and challenge:</b>	Students can read and research about Roman Britain and religion across the empire.

# Maths

<b>Topics / tasks:</b>	<b>Measures of length, area and volume – metric and imperial</b> <b>Review of area and perimeter of 2D shapes</b> <b>Working with 3D shapes, naming, labelling, finding surface area and volume of prisms</b> <b>Pythagoras</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem solving skills</li></ul>
<b>Assessment:</b>	Half term 4 assessment
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.sparxmaths.com">www.sparxmaths.com</a> and <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li><li>• Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a></li></ul>

# Music

<b>Topics / tasks:</b>	<b>Latin Rhythms</b>
<b>Content and skills:</b>	Exploration of the characteristic features of Latin American dance music Examination of the historical context behind the blending of cultures in South America and the resulting musical fusion Listening to and analysis of various notable examples of the style – tango, samba, habanera, etc. and their popularity and appearance in different contexts (film, dance, pop music, etc.)
<b>Assessment:</b>	Completion of assessed listening tasks, which will require pupils to respond to a number of examples of Latin American music, compare and contrast their features, and analyse the musical trademarks of the genre
<b>Stretch and challenge:</b>	Exploring how the features of Latin American music have been incorporated into other genres (e.g. pop, classical orchestral) creating musical fusions in the 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> centuries.

# Physical Education

<b>Topics / tasks:</b>	<b>Fitness activities and invasion / net game skills.</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	A timed cross-country run and a conditioned game.
<b>Stretch and challenge:</b>	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 Religious Studies; they will sit the examination at the end of Year 11.*

<b>Topics / tasks:</b>	<b>Theme A: Human Relationships</b> <b>Theme F: Human Rights and Social Justice</b>
<b>Content and skills:</b>	Pupils are following the AQA specification, details about Themes A and F can be found here: <a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-2-thematic-studies">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-2-thematic-studies</a>
<b>Assessment:</b>	(a) 12- mark evaluation answer. (b) An assessment covering the 5 different AQA exam skills.
<b>Stretch and challenge:</b>	Reading: <b>AQA Textbook, The Puzzle of Ethics</b> by Peter Vardy

# Science: Biology

<b>Topics / tasks:</b>	<b>Disease</b>	
<b>Content and skills:</b>	<b>Content</b> <ul style="list-style-type: none"><li>• Definitions of Health, communicable and non-communicable diseases</li><li>• Risk factors for non-communicable diseases</li><li>• Obesity, alcohol and smoking as risk factors for disease</li><li>• Treatments for cardiovascular disease</li><li>• Pathogens and communicable diseases</li><li>• Transmission of pathogens</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Learning and applying key knowledge.</li><li>• Assessing risk and benefit of different activities.</li></ul>
<b>Assessment:</b>	Assessed using short online quizzes or in class short answer assessment depending on the amount of time spent in school.	
<b>Stretch and challenge:</b>	By joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a>	

# Science: Chemistry

<b>Topics / tasks:</b>	<b>Applications of Chemistry</b>	
<b>Content and skills:</b>	<b>Content</b> Continuing the work on applications of Chemistry to include: <ul style="list-style-type: none"><li>• Quarrying and Mining</li><li>• Composites</li><li>• Ceramics</li><li>• Polymers</li><li>• Smart Polymers</li><li>• Recycling, green chemistry</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Calculations</li><li>• Uses of percentage</li><li>• Use of data tables</li></ul>
<b>Assessment:</b>	End of topic test	
<b>Stretch and challenge:</b>	Use Khan Academy or similar to further your scientific knowledge, read the Chemistry Review Journal online, or look at New Scientist's website to find examples of the science you are currently studying in the news.	

# Science: Physics

<b>Topics / tasks:</b>	<b>Energy</b>	
<b>Content and skills:</b>	<b>Content</b> <ul style="list-style-type: none"> <li>• Describing the rules of conservation of energy and explaining how energy can be transferred between energy stores.</li> <li>• Draw and interpret diagrams to show transfer of energy between stores and identify when energy is being wasted.</li> <li>• Describe and compare the main sources of energy available on earth, explain the difference between renewable and non-renewable sources.</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Evaluating data to identify benefits and cost linked to different processes.</li> <li>• Interpreting scientific diagrams to draw conclusions about energy transfers.</li> </ul>
<b>Assessment:</b>	A test covering all material taught so far this year up to February half term.	
<b>Stretch and challenge:</b>	By joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a> joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a>	

# Spanish

<b>Topics / tasks:</b>	<b>Unit 2 Social Media: Students talk about the positives and negatives of social media and how they have become a very large part of everyday life.</b>
<b>Content and skills:</b>	Students work with perfect tense (regular/irregular), present continuous, and learn how to formulate questions and deduce meaning from listening & reading texts and improve translation skills. In addition, they learn more about prepositions and 'por & para'.
<b>Assessment:</b>	Students are regularly tested on vocabulary and grammar points and homework and class work will assess all 4 skills. There will also be a formal assessment of writing and translation skills.
<b>Stretch and challenge:</b>	Students will be given additional tasks in all four skill areas to prepare them for GCSE and to help with option choices. In addition, they will attempt GCSE style speaking and writing tasks as they move into the final term.