



DURHAM JOHNSTON  
**COMPREHENSIVE SCHOOL**  
— DARE TO BE WISE —

# Year 9

## Curriculum Overview ***Half Term 6***

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:	<p>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.</p> <p>The focus will be reviewing and refining their ideas in creating 'final' outcomes and learning how to present their work as a concept artist.</p>
Assessment:	<p>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.</p>
Stretch and challenge:	<p>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 &amp; design, there may be scope for this to become a home/school-based project once the concept art project is completed.</p>

# Computing

<b>Topics / tasks:</b>	<b>Databases, SQL &amp; Inclusion Spreadsheet manipulation Corporate Branding</b>
<b>Content and skills:</b>	<p><b>Students will know how to:</b></p> <ul style="list-style-type: none"> <li>• Re-call information from previous topics &amp; understand exam terminology (state/discuss etc.)</li> <li>• Read a record of data from a database</li> <li>• Setup a query to retrieve a specific set of data</li> <li>• Construct a formula and format a spreadsheet</li> <li>• Identify the key tools and formulas within a spreadsheet</li> <li>• Identify corporate branding (range of companies)</li> <li>• Recognise corporate branding for a range of companies</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Answer a range of questions on a range of past topics using key terms</li> <li>• Update and delete records from an existing database</li> <li>• Write an SQL query to retrieve data from a table</li> <li>• Input formula, format, replicate and graph data</li> <li>• Discuss brand awareness, continuity &amp; theme</li> <li>• Add and manipulate data, using formula and tools – producing graphical data from their results</li> <li>• Produce a brand identity for a theme of their choice</li> </ul>
<b>Assessment:</b>	Attainment 2 pre-lim test (provided 2 weeks before) – Followed by the actual assessment / 45
<b>Stretch and challenge:</b>	Take it to the next level: <a href="https://teachcomputing.org/curriculum/key-stage-4/databases-and-sql">https://teachcomputing.org/curriculum/key-stage-4/databases-and-sql</a> How to write music with Excel: <a href="https://www.youtube.com/watch?v=l9JcGqwAypM">https://www.youtube.com/watch?v=l9JcGqwAypM</a>

# 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:		
	<b>Unit 1: Key ring and holder</b>  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.	<b>Unit 2: Programming</b>  Students will program a variety of electrical components to experiment and problem solve.	<b>Unit 3: Plumbing and electrics</b>  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:	<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>		
Stretch and challenge:	<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:	Comparative Poetry	Gothic Writing
<b>Content and skills:</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Reading poetry by Armitage and Duffy.</li> <li>• Understanding and comparing writers' viewpoints.</li> <li>• Studying and analysing poetic methods used by writers.</li> <li>• Comparing similarities and differences between poems.</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Writing to describe and narrate.</li> <li>• Studying the structures and language used to describe.</li> <li>• Using vocabulary, linguistic methods, sentence types and punctuation for effect.</li> <li>• Developing and structuring a range of imaginative ideas.</li> </ul>
<b>Assessment:</b>	Write an essay comparing two poems.	Option to complete a descriptive or narrative writing task.
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"> <li>• Read a range of poems by Armitage and Duffy.</li> <li>• Research Armitage and Duffy. You could start by watching this from the department for Culture:  <a href="https://youtu.be/xFcsS7RrWXs">https://youtu.be/xFcsS7RrWXs</a> </li> </ul>	Develop your creative writing skills by watching these interviews and top tips from famous authors: <a href="https://www.bbc.co.uk/programmes/topics/Creative_writing">https://www.bbc.co.uk/programmes/topics/Creative_writing</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>	<b>Textiles</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>	<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>	<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>	
<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>Food and Sport</b>
<b>Content and skills:</b>	Students will study food from around the world and sport. They will learn how to use subordinating conjunctions, quantities, the partitive article, and the pronoun and "en". 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/ 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.
<b>Stretch and challenge:</b>	Students can do further interactive grammar exercises using unit 3 of the Foundation Kerboodle online textbook with the login they have been given in class. They can also research dishes eaten in French-speaking countries other than France.



# Geography

Topics / tasks:	Middle East	Russia
<b>Content and skills:</b>	Students will continue to study the opportunities and challenges that the region faces today.	Students will examine the physical and human geography of Russia before assessing the extent to which climate change poses challenges for the country. Students will use climate graphs, photographs and other figures to analyse key issues throughout the topic. Students will evaluate the short and long-term impacts of the Chernobyl event and assess how effectively it was managed. Students will then learn about current conflicts in and involving Russia before exploring the current geographical situation in the country today.
<b>Assessment:</b>	Students will complete an end of topic test on the Middle East that includes short knowledge recall questions, requires the interpretation of at least one figure and an extended written answer.	A knowledge test on the topic of Russia.
<b>Stretch and challenge:</b>	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>  Read the chapter on the Middle East in Tim Marshall's Prisoners of Geography book.	Explore the topic further by researching the human and physical geography of Russia.  Find lessons and quizzes for this topic under year 9 unit 6 at the following website: <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a>  Read the chapter on Russia in Tim Marshall's Prisoners of Geography book.

# German

<b>Topics / tasks:</b>	<b>Weather &amp; Environment Jobs</b>
<b>Content and skills:</b>	<p>Students will study the topics of weather &amp; environment and jobs. 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 topics and be able to apply this through speaking, listening, reading, translation and writing tasks.</p> <p>Students will study reflexive verbs, if/when - clauses, the comparative and superlative, practise the pronunciation of "w, v, f" in German, use negatives, learn to express opinions, use indirect object pronouns in the dative case, use infinitive phrases, use adjective endings in the dative case and practise German word order.</p>
<b>Assessment:</b>	<p>In class, there will be regular vocabulary and/ or grammar tests.</p> <p>There will be one formal assessment of Speaking.</p>
<b>Stretch and challenge:</b>	<p>Students can learn more vocabulary on the topics of weather &amp; environment and jobs.</p> <p>Students can research different environmental initiatives of German-speaking countries.</p>

# History

Topics / tasks:	Why have people migrated to and from Britain in the last 2000 years?
Content and skills:	<p>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> <p>Once students have completed the Holocaust topic, Year 9 historians will learn about the long history of migration to the UK. This will be the first <i>longue duree</i> ('long term') study pupils have undertaken. Classes will focus on tracking thematic reasons for migration to the UK – pupils will be able to identify common causes for migration and common influences on the immigrant experience. Individual lessons will focus on questions such as <i>How did Roman conquest change Britain? Vikings - traders or raiders? How did the Norman conquest change Britain? What was the Medieval Jewish experience? Who were the Black Tudors? Were Huguenots refugees or economic immigrants? How did the fall of Empire change Britain?</i> These case studies will be used collectively to assess the role of war, money, religion and power in bringing people to Britain.</p>
Assessment:	Once students complete an essay on the causes of the Holocaust; they will work towards, practise and complete a comparative essay on which factors have been most significant in causing migration to Britain over 2000 years.
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. David Olusoga's <a href="#">'Black and British' series is on BBC iPlayer</a> , and <a href="#">these clips</a> from the BBC give a range of brief case studies of migration. Pupils are also encouraged to read Miranda Kaufmann's <i>Black Tudors</i> and Robert Winder's <i>Bloody Foreigners</i> .

# Latin

<b>Topics / tasks:</b>	<b>Roman Britain – religion, roads and the army</b>
<b>Content and skills:</b>	Students will complete their study of Roman religion, divination and sacrifice and go on to look at roads - how they were built and their importance in the Roman Empire - and learn about the army and its role in this province. We will meet the subjunctive; language work will focus on consolidating what has been covered so far and building confidence in translating.
<b>Assessment:</b>	There will be a formal assessment on Roman Britain and a language assessment, both modelled on GCSE papers.
<b>Stretch and challenge:</b>	Students should read about any aspect of the Roman world that they find interesting – for example: the army, science and medicine, religion or philosophy.

# Maths

<b>Topics / tasks:</b>	<b>Similarity and congruence</b> <b>Symmetry and Transformations</b> <b>Constructions</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>	Summer assessment on topics covered over the entire of Y9
<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>Revision of the five topics covered in the year so far, in preparation for 'End of Year 9 Listening Assessment'</b>
<b>Content and skills:</b>	Revision of Minimalism, Rock and Roll, Variations, Latin Rhythms and Music Through Time, through listening and further practical exploration. This is in preparation for an end of year listening assessment
<b>Assessment:</b>	In week 5 or 6 of the half term, pupils will complete a listening assessment, which will enable them to demonstrate their level of understanding of the musical topics that they have studied throughout the year
<b>Stretch and challenge:</b>	Further personal research, above and beyond the required revision, will allow pupils to better prepare for the final assessment of the year

# Physical Education

<b>Topics / tasks:</b>	<b>Athletic activities and striking / fielding games</b>
<b>Content and skills:</b>	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.
<b>Assessment:</b>	Measurement of a run, jump and throw and a conditioned game.
<b>Stretch and challenge:</b>	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.*

<b>Topics / tasks:</b>	<b>Theme F: Human Rights and Social Justice</b> <b>Introduce some of the Christian Practices topics</b>
<b>Content and skills:</b>	Pupils will complete Theme F and begin to explore some of the practices of Christianity, further information can be found here: <a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-1-the-study-of-religions-beliefs,-teachings-and-practices">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/subject-content/component-1-the-study-of-religions-beliefs,-teachings-and-practices</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 RS Textbook</b> , <b>The Puzzle of Christianity</b> by Peter Vardy



# Science: Biology

Topics / tasks:	Disease	
<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>	Main assessments for year 9 will be completed at the start of this half term with feedback, final topics will be assessed by short answer question in class.	
<b>Stretch and challenge:</b>		

# Science: Chemistry

Topics / tasks:	Fundamental Skills
Content and skills:	<p>The focus of this half term is the development of fundamental skills which are needed for GCSE Chemistry. These include:</p> <ul style="list-style-type: none"><li>• Drawing and labelling atoms</li><li>• Calculating numbers of protons, neutrons and electrons</li><li>• Electronic configuration</li><li>• Chemical Formulae</li><li>• Constructing chemical equations</li><li>• Chemical bonding (ionic and covalent)</li><li>• Ionic formulae</li></ul>
Assessment	Main assessments for year 9 will be completed this half term with feedback. Final topics will be assessed by an end of topic assessment.
Stretch and challenge:	Join the Crest Award Scheme – email Mrs Walker or Mr Macdermid via school – <a href="mailto:school@durhamjohnston.org.uk">school@durhamjohnston.org.uk</a>

# Science: Physics

Topics / tasks:	<b>Conservation of energy</b> <b>Practical investigation skills</b>	
Content and skills:	<ul style="list-style-type: none"> <li>• Energy stores and transfers</li> <li>• Energy efficiency</li> <li>• Keeping warm – thermal insulation</li> <li>• Kinetic and gravitational potential energy calculations</li> <li>• Non-renewable and renewable energy resources</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out a range of practical procedures</li> <li>• Collecting results and observations from practical work</li> <li>• Analysing results and drawing conclusions from the results</li> <li>• Linking observations and results to scientific theory</li> <li>• Calculating means</li> <li>• Identifying anomalous results</li> <li>• Spotting and explaining trends</li> <li>• Analysing data</li> <li>• Graph skills</li> </ul>
Assessment:	Main assessments for year 9 will be completed at the start of this half term with feedback. Final topics will be assessed by short answer questions in class.	
Stretch and challenge:	By completing tasks on the Isaac Physics website	

# Spanish

<b>Topics / tasks:</b>	<b>Free Time/Customs and festivals- learning about life in Spain</b>
<b>Content and skills:</b>	Students will complete Unit 3 on Free Time and then move on to Unit 4 to start learning about how Spanish families live and daily routines and differences between life in Spain and the UK.
<b>Assessment:</b>	Students will continue to be assessed in all 4 skills in class to prepare students for GCSE once they have completed the end of Year Speaking assessment.
<b>Stretch and challenge:</b>	Students opting for GCSE will complete grammar activities to revise and reinforce all grammar covered in KS3. This will help them with the transition to GCSE work.