



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, 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 & Biomorphic Architecture. 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:	Drawing, photoshop, painting Students will be asked to identify one element to focus on from the title provided. This will form the basis of work developed, but the same processes will be involved for all. <ul style="list-style-type: none"> • 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 electronic portfolio sheets introduced and developed all year. 	Annotation 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 will be provided, and students select who they wish to investigate. Students will also begin the process of investigating the journey artists/designers have made from school into the creative industries. Reviewing their own work and the work of others with reference to the formal elements of art & design.
Assessment:	Their practical work reviewed and commented on. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.	The creation of GCSE style investigation pages, with image of artwork in the centre of the page surrounded by student annotation.
	Students will create electronic portfolios, photographing their work using their phone, then uploading their presentations on MS teams. Teachers will then provide digital developmental comments.	
Stretch and challenge:	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.	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.

Computing

Topics / tasks:	The Laws and key terms Innovators and their creations
Content and skills:	Students will be revise and recognise the laws associated with the use of ICT and digital products. Students will be able to select, refine and organise information so they are able to present it to their peers Use media tools to enhance their work (sound, video and animation)
Assessment:	<ul style="list-style-type: none">• Diagnostics test /20• Teacher assessment• Team Quiz/test
Stretch and challenge:	The Hackers - BBC Documentary (iPlayer) Original content development - sound/video/animation - combine skills from different units and embed Research entrepreneurs - what makes them successful (business link) - produce a fick sheet on the "usual" qualities.

Design Technology

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

Topics / tasks:	Mechanisms
<p>Content and skills:</p>	<p>Students will be asked to complete the following tasks:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Design Brief</p> <ol style="list-style-type: none"> 1. Investigate what a design brief is and who is involved. 2. Identify key words in design brief and write own statements using keywords. <p>Types of Motion</p> <ol style="list-style-type: none"> 1. Investigate the four types of motion. 2. Create the 'dancing person' mechanism and identify the applicable types of motion. 3. Create two initial ideas based upon types of motion. </div> <div style="width: 48%;"> <p>Cams</p> <ol style="list-style-type: none"> 1. Investigate type of cams. 2. Analyse existing cam driven mechanisms. 3. Develop initial ideas further to incorporate cams. <p>Levers and Linkages</p> <ol style="list-style-type: none"> 1. Investigate levers and linkages. 2. Develop further ideas to incorporate levers and linkages. <p>Gears</p> <ol style="list-style-type: none"> 1. Investigate gear systems. 2. Develop further ideas to incorporate gear systems. </div> </div> <p style="text-align: center;">Final Design: Consolidate ideas to create final idea incorporating all criteria of design brief.</p>
<p>Assessment:</p>	<p>There are 3 assessment points in this project: DSE mark week 6 (from HW based on initial ideas and theory of types of motion) DSE mark week 9 (from HW based on theory of types of motion and cams) Exam and Feedback week 12 and DSE mark Week 12</p> <p>Teachers will highlight strengths and identify areas for improvement for each stage of the project. For this, teachers will use a project-specific table format.</p> <p>Students will be given a grade at the end of the project, which is 50% based on exam and 50% based on coursework. Following this feedback, students will be given time to correct and improve work and to also 'go further' where all tasks are completed to a high standard. Students' work will also be monitored safely throughout each lesson, this ensuring that students are working to the best of their ability.</p>
<p>Stretch and challenge:</p>	<ul style="list-style-type: none"> • Students should familiarise themselves with what an automata is and investigate cardboard based automata using search engine. • Students should watch related TV programmes which will be advised in class and on Teams. • Students should practice drawing the mechanisms and develop their understanding of these mechanisms by designing combinations that are more complex. • Students could practise at home the examples of cardboard automata available online.

English

Topics / tasks:	The poetry of Simon Armitage and Carol Ann Duffy.	Speech Writing and Public Speaking: Social Justice
Content and skills:	<p>Reading</p> <ul style="list-style-type: none"> Studying the background of Armitage and the features and style used in the following poems: About His Person, It Ain't What You Do, Hitcher, Out of the Blue. Studying the background of Duffy and the features and style used in the following poems: <i>Education for Leisure</i>, <i>Stealing</i>, <i>Salome</i>, <i>Medusa</i>. Understanding how to compare two texts in detail. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Presenting in an engaging manner. Presenting ideas which draw upon detailed understanding of a chosen topic. Structuring and organising ideas to build upon one another. Adapting presentation styles to meet the needs of the audience. Responding to questions in detail. 	<p>Writing</p> <ul style="list-style-type: none"> Writing to persuade. Applying the conventions of speech writing. Selecting and adapting tone, style and register to suit the task purpose. Communicating clearly, effectively and imaginatively. Using a range of vocabulary for effect. Using a range of linguistic and persuasive methods for effect. Organising ideas and written work with structural features for clarity, purpose and effect. Using a range of sentence types.
Assessment:	Writing a comparative essay about two of the poems studied.	Writing a speech in timed conditions based on a written prompt.
	Researching a topic and then writing and delivering a persuasive speech about it.	
Stretch and challenge:	Studying other poems by Simon Armitage and Carol Ann Duffy; researching other contemporary poets who we will study next year, such as Imtiaz Dharker and Beatrice Garland.	Listening to and studying a wide range of speeches concerned with social justice; completing this free Open Learn course: <u>Speeches and Speech Making</u> .

Food & Textiles

Topics / tasks:	Theory	Practical skills
Content and skills:	Students will recap information on health and safety, including the rules of the food room for safe practical work. Further theory will cover: negative aspects of fast food, why we eat out, deficiency and excess nutrient intake, enriched doughs, gluten formation, proving, alternative proteins, functions of acids and alkalis.	A range of skills needed to make Chelsea buns and sweet and sour chicken with noodles will be discussed with pupils with the aid of video demonstrations and photos. The skills covered will include: Safely and accurately demonstrate good hygiene, weighing and measuring, use of knife, hob, oven, mixing fat together evenly, rubbing fat into flour, adding enough liquid to make a soft dough, rolling, melting, brushing, sprinkling, slicing, freezing, proving, baking, cooling, glazing / icing, slicing, chopping, peeling, frying, draining, mixing, sauce making (thickening), simmering.
Assessment:	Students will complete two tests, the first test will recap knowledge that was covered in Yr8 and the second test will cover the content delivered this half term.	
Stretch and challenge:	Reading further into the topics covered, this can include watching videos and reading material online on websites such as https://www.foodafactoflife.org.uk/	Cook the recipes at home that are covered in lesson, making sure there is adult permission and supervision.

French

Topics / tasks:	Me, my family and friends: <ul style="list-style-type: none">• Describing looks and character of yourself and others• Talking about how we get on with other people• Discussing what makes a good friend
Content and skills:	<ul style="list-style-type: none">• Learning vocabulary• Ignoring words which aren't needed• Listening for detail
Assessment:	<ul style="list-style-type: none">• Weekly vocabulary tests• Formal Listening Assessment
Stretch and challenge:	<ul style="list-style-type: none">• Doing the interactive exercises for units 1.1G/F/H on the <i>Kerboodle</i> website• Practising listening skills on YouTube by watching <i>FrenchPod101 Listening</i>

Geography

Topics / tasks:	Development
Content and skills:	<ul style="list-style-type: none">• Global patterns of development.• The different indicators used to measure and compare levels of development.• How and why different countries are classified according to their level of development.• Use of figures to analyse patterns of uneven development on a local, national and global scale.• The economic, social, physical and historical reasons why the development gap exists.• How large- and small-scale solutions can reduce the development gap.• Contrasting case studies of Singapore and Malawi.
Assessment:	<p>Completing a knowledge recall test on the solutions to uneven development.</p> <p>Completing a written assessment on the effectiveness of different development indicators. Question: <u>What is the most effective indicator used to measure the level of development of a country?</u></p>
Stretch and challenge:	<p>Researching how developed India or Nigeria are and why. We will be studying these two countries next year.</p> <p>Reading "<i>Factfulness: Ten Reasons We're Wrong About The World - And Why Things Are Better Than You Think</i>" by Hans Rosling or "<i>The Almighty Dollar' Follow the Incredible Journey of a Single Dollar to See How the Global Economy Really Works</i>" by Dharshini David.</p>

German

Topics / tasks:	Students will be consolidating their knowledge of areas taught in Year 8 German and moving on to the topic of Free Time.
Content and skills:	<p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none">• talk/write about what you like/dislike and prefer doing in your free time• talk/ write about what you do when you stay at home at the weekend• talk/ write about what you do when you go into town with friends• use the present tense of regular and irregular verbs• use adverbs: gern, lieber, am liebsten• use time – manner – place rule• use adverbs of time• use adverbs of frequency• talk/write about what you have done in the past and what it was like• use the perfect tense with “haben” and “sein”• use the imperfect tense (regular and irregular verbs)• express opinions in the past tense• talk/write about what you are going to do next weekend• use the future tense
Assessment:	Demonstrating their knowledge in vocabulary and grammar tests as well as a listening assessment on topic 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?
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: How useful is the following source for studying the experience slavery? Explain. 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. Read and complete the tasks on this additional PowerPoint.</p>

Latin

Topics / tasks:	Fishbourne Palace; Roman Alexandria The pluperfect tense & the genitive case	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; learning the whole of the 1st & 2nd declension endings.
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

Topics / tasks:	Food, including full range of vocabulary and key characters. Completed action marker 'le' Using of 'xiang'
Content and skills:	<ul style="list-style-type: none">• Talking about daily meals and drinks.• Ordering food in restaurants.• Expressing likes/dislikes on food and giving reasons.• Understanding key information in reading and listening.• Being able to write key characters for the topic.• Using the correct word order when using 'le' and 'xiang'.
Assessment:	A listening assessment on food topic.
Stretch and challenge:	Researching regional food differences in China and looking at the role of the radicals in Chinese characters.

Maths

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: www.rich.maths.org

Music

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. 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

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:	Attending extra-curricular clubs and participating in sports clubs outside school
Stretch and challenge:	A timed cross-country run and a conditioned game.

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 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. 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>
Stretch and challenge:	<p>Visit online reference sites such as: Wikipedia, Britannica and the BBC Bite Size website</p>

Science: Biology

In year 9 students operate on a rota system looking at Biology, Chemistry, and Physics, either one half term at a time or staggered through the week depending on the staffing of their class.

By February half term all students will have covered:

Topics / tasks:	Cells and Microscopes	
Content and skills:	Knowledge <ul style="list-style-type: none">• Detailed structure of eukaryotic and prokaryotic cells• Functions of subcellular components• Magnification and resolution• Specialised cells• Structure of DNA	Skills <ul style="list-style-type: none">• Learning to use a microscope• Preparing a specimen for observation• Making a drawing of a cell• Calculations involving magnification• Converting between units• Expressing numbers in standard form
Assessment:	Test on cells and magnification	
Stretch and challenge:	Finding out how DNA codes for proteins	

Science: Chemistry

In year 9 students operate on a rota system looking at Biology, Chemistry, and Physics, either one half term at a time or staggered through the week depending on the staffing of their class.

By February half term all students will have covered:

Topics / tasks:	Material Science and Reactivity	
Content and skills:	<p style="text-align: center;">Knowledge</p> <p>Material Science An understanding of the structure and uses of:</p> <ul style="list-style-type: none">• Ceramics• Polymers• Composite materials <p>Materials and the environment including environmental issues and recycling</p> <p>Reactivity</p> <ul style="list-style-type: none">• The reactivity series• Energy and reactions• Displacement reactions of metals• Extracting metals from ore	<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:	Two written short answer tests one at the end of the material Science topic and one at the end of the reactivity 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

In year 9 students operate on a rota system looking at Biology, Chemistry, and Physics, either one half term at a time or staggered through the week depending on the staffing of their class.

By February half term all students will have covered:

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"> • Balanced and Unbalanced forces linked to motion • Energy and Motion • Speed and distance time graphs • 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:	Finding out how DNA codes for proteins	

Spanish

Topics / tasks:	Revising elements of Year 7/8 grammar to ensure a firm grounding and understanding. Students must have a firm knowledge of nouns/articles/present tense formation. They will be able to use numbers to give personal information such as age and dates.
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:	Formal assessment will be 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.