



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 9

Curriculum Overview *Half Term 2*

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:	Year 9 Concept Art & Biomorphic Architecture
Content and skills:	<p>Summary of first half term: Pupils have revisited the principles of sketching with a focus on human proportions and drawing figures in different poses. They have made a start on creating a personal response to the title, collecting a range of visual references and potential starting points in designing either a costume, vehicle and building in relation to a chosen theme.</p> <p>An individual approach to this project is being encouraged. The open-endedness of the project lends itself well to pupils engaging with a project in a way not experienced before. The more a pupil puts into this project, the more they will get back in return. Independence and creative thinking are strongly encouraged, alongside the development of technical drawing. GCSE style investigation pages will be created as part of the exploration of artist's work, with links to the creative industries made. Pupils will begin the process of investigating the journey artists/designers have made from school into the creative industries.</p> <p>Creating story boards and electronic portfolio sheets introduced and developed all year.</p> <p>Reviewing their own work and the work of others with reference to the formal elements of art & design.</p>
Assessment:	<p>Pupils will receive feedback throughout the lesson with teacher/pupil conversations. Positive developmental comments will be shared as the work progresses. Work uploaded to Teams will receive acknowledgement and developmental comments when appropriate. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements will be mapped and used in relation to feedback.</p> <p>During any absence, pupils are encouraged to send images of their work for feedback via Teams.</p>
Stretch and challenge:	<p>Creating a more extensive portfolio of work, challenging themselves in the subject matter drawn.</p> <p>Taking greater risks and exploring the use of texture and space through more creative drawing techniques. Examples provided.</p> <p>Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction.</p>

Computing

Topics / tasks:	What is it like to study GCSE Business or Creative iMedia? Entrepreneurs and media moguls – what does it take to be successful in business? Working to a brief and developing an idea
Content and skills:	Y9 Baseline test Websites, spreadsheets, laws relating to the use of ICT, DTP e-safety and input, process and output. Fundamentals of business: <ul style="list-style-type: none">• Enterprise and entrepreneurs – characteristic – can you identify them?• Secondary research and fact checking skills – are you sure they are a Billionaire (Forbes magazine!)• Marketing and market segmentation – why is this so important to business? How do we “segment” customers?• Promotional strategies – which are the most effective for your target market – why?• Present your findings in a suitable format using key terms and definitions Visualisation diagrams (iMedia): <ul style="list-style-type: none">• How to structure and develop a visualisation diagram to meet the needs of your client (links to industry) Ethical issues: <ul style="list-style-type: none">• Deep fakes – students should be able to answer the following based on their research:<ol style="list-style-type: none">1. What is meant by Deep fakes?2. Should it be allowed?3. Who should manage it? (Governments, ISP;s etc.?)• Students will develop their “teach back” skills to consolidate.
Assessment:	Y9 Baseline assessment /43 R/A/G rating for topics Teacher assessment for Deep fakes D/S/E
Stretch and challenge:	What is your all-time favourite marketing campaign? Show images, link to the advert (if they had one). Who do you think it is aimed at (target audience)? Why? Design (draw) and fully annotate (colours, fonts, text, Dolby label, barcode etc.) a CD cover for a band of your choice. The CD must reflect their style and album content.

Design Technology

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

Topics / tasks:	Mechanisms
Content and skills:	<p>Students will be asked to complete the following tasks</p> <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. <p>Final Design</p> <ol style="list-style-type: none"> 1. Consolidate ideas to create final idea incorporating all criteria of design brief.
Assessment:	<ul style="list-style-type: none"> • DSE mark week 9 (from HW based on theory of types of motion and cams) • Exam and Feedback week 12 • DSE mark Week 12 • 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. • 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.
Stretch and challenge:	<p>Students should familiarise themselves with what an automata is and investigate cardboard based automata using search engine.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p> <p>Students should practice drawing the mechanisms and develop their understanding of these mechanisms by designing combinations that are more complex.</p> <p>Students could practise at home the examples of cardboard automata available online.</p>

English

Topics / tasks:	Reading Armitage and Duffy Poetry (Please see details in previous Curriculum Overview) Reading <i>Frankenstein</i> by Mary Shelley	Public Speaking: Social Justice (Please see details in previous Curriculum Overview) Gothic Writing
Content and skills:	Reading <ul style="list-style-type: none"> • Studying the plot, setting, characterisation and Romantic context. • Inferring and deducing meaning and viewpoint in a text. • Selecting and applying relevant evidence. • Explaining Shelley’s purposes and use of methods and vocabulary. 	Writing <ul style="list-style-type: none"> • Writing to narrate within the Gothic genre. • Studying extracts from a range of Gothic authors. • Using vocabulary, linguistic methods, sentence types and punctuation for effect. • Developing and structuring a range of imaginative ideas.
Assessment:	Write an essay about a key character in the novel.	Write either a Gothic description or Gothic narrative.
Stretch and challenge:	<p>Research the following authors to understand the influences upon Mary Shelley: Mary Wollstonecraft William Godwin Percy Bysshe Shelley Lord Byron</p> <p>Listen to the following In Our Time radio podcast by Melvin Bragg: https://www.bbc.co.uk/programmes/m00051n6</p> <p>Study the influence of <i>Frankenstein</i> upon art and culture by watching some of the adaptations detailed on the Wikipedia page, including the famous bolted and green <i>Frankenstein</i> (1931) directed by James Whale: https://en.wikipedia.org/wiki/Frankenstein_in_popular_culture</p>	<p>Read a range of Gothic authors such as: The short stories and poetry of Edgar Allan Poe <i>Dracula</i> by Bram Stoker <i>Northanger Abbey</i> by Jane Austen <i>Jane Eyre</i> by Charlotte Bronte <i>Wuthering Heights</i> by Emily Bronte <i>Coraline</i> by Neil Gaiman <i>The Graveyard Book</i> by Neil Gaiman <i>Miss Peregrine’s School for Peculiar Children</i> by Ransom Riggs</p>

Food & Textiles

Topics / tasks:	Theory	Practical
Content and skills:	Students will cover information on sensory analysis, foods of the world, classification of cereals, food fortification, safe frying, types of rice, rice as a commodity, where food comes from, different farming methods, genetically modified food, protein in the diet, protein deficiencies and excesses, fat in the diet, types and sources of fat, fat deficiencies and excesses, PIES (Physical, Intellectual, Emotional and Social factors that affect food choice.)	A range of skills needed to make chicken curry, risotto and burger and accompaniments 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, sauce making, food preparation (peeling, grating, slicing, etc.), handling high risk foods (e.g. chicken, meat, fish), knife skills, peeling, chopping, sieving, cooking rice, frying, simmering, browning, grating, seasoning to taste, combining, cooking raw meat.
Assessment:	Students will complete a test at the end of half term that 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 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:	Parents jobs and own future job Future relationships (marriage/ cohabitation/ staying single/ ideal partner) Having children
Content and skills:	Using the proper future tense Understanding near cognates when listening How to prepare for a Photo Card in the GCSE speaking assessment.
Assessment:	Weekly vocabulary tests Writing Assessment
Stretch and challenge:	Doing the interactive exercises and extra worksheets for units 1.2G/F/H on the Kerboodle website. Practising listening skills and expanding knowledge of vocabulary by watching FrenchPod101 Listening on YouTube.

Geography

Topics / tasks:	Development	Hazards
Content and skills:	Students will complete the topic of development by examining the internal development gap within the UK, its causes and impacts as well as assessing the ways it can be reduced. Students will then examine the causes of poverty and the emergence of shanty towns or slums in the fast growing cities of the world.	Students will examine what a hazard before focusing on tectonic hazards and studying the inner structure of the earth, how this contributes to the movement of plates and the creation of volcanoes and earthquakes.
Assessment:	An end of unit test on the topic of Development.	A multiple choice knowledge recall test on hazards.
Stretch and challenge:	<p>Investigate the inequality in the UK. This page from Oxfam has a range of useful articles to help: views-voices.oxfam.org.uk/topic/inequality/poverty-in-the-uk/</p> <p>Read "The Divide - A Brief Guide to Global Inequality and its Solutions" by Jason Hickel.</p>	<p>Watch the BBC "Power of the Planet" episode on volcanoes.</p> <p>Listen to 'The Documentary' podcast on the BBC, 'Life on the line' episode available at: www.bbc.co.uk/programmes/w3ct04lz</p> <p>Keep up to date with natural hazards happening in the world and investigate what is causing them, the impact on different places and how effectively they are being managed.</p>

German

Topics / tasks:	Use the verbs “to watch, to go, to read, to surf” in past, present, future and conditional tenses · express opinions about films, books and the cinema · use the imperfect tense of “haben” and “sein” · use modal verbs (to be able to, to be allowed to, to have to, to want to and to like) · use this (dieser/ diese/ dieses) · use relative clauses and relative pronouns (who/which/that) · use questions words (wann, wo , wie, wie viel, warum, was, wer,...) · ask and answer questions (verb first) · use connectives · pronounce: o, ö
Content and skills:	Students will be developing their grammar and writing skills. Students will also develop their reading skills, in particular, how to elicit key information. Students will practice how to learn new vocabulary, recognise cognates and how to use a variety of vocabulary. Students will learn how to conjugate new verbs and use verbs in different tenses. Students will improve their grammar skills, using regular and irregular verbs, modal verbs, German word order and past/present/ future/ conditional tenses, connectives as well as question words.
Assessment:	Demonstrating their knowledge in vocabulary and grammar tests as well as a writing assessment on topic free time and media.
Stretch and challenge:	Learning more vocabulary on topic media, learn the German verb tables and practice German word order in main and sub-clauses.

History

Topics / tasks:	How did the powerless gain equality in Britain?
Content and skills:	<p>Students will investigate different groups and explore their struggles to gain representation and equality, both in Britain and the British Empire:</p> <ul style="list-style-type: none">• The experience of slaves, slave revolts, the campaign for abolition and the legacy of slavery• The experience of the working classes during the 19th century and campaigns for male suffrage;• The experience of women during the nineteenth century and the campaign for women's suffrage <p>Students will develop their essay writing skills. By investigating the different legacies of Empire students will practice independent research, forming clear judgements, explaining points and supporting points with evidence. They will learn to compare different points/factors and write counter arguments.</p>
Assessment:	<p>Writing an essay. Students will explain how the experience and legacy of the British Empire impacted upon three different groups of people. They will use evidence and detail gathered from lessons and their own research to explain the different impacts of the Empire on different groups.</p>
Stretch and challenge:	<p>Watching the documentary series Enslaved, currently showing on BBC2.</p> <p>Watching the films Peterloo and Suffragette, available through Amazon Prime</p> <p>Reading The Peterloo Massacre by Robert Reid.</p>

Latin

Topics / tasks:	Religion in Roman Egypt.	Pronouns & imperatives.
Content and skills:	How the culture of Roman Egypt combined elements of Greek, Roman and Egyptian traditions.	Tackling increasingly complex sentences, with a variety of pronouns and different verb types; how to analyse the structure of a sentence in order to translate it accurately; learning the endings for the whole of the 3rd declension.
Assessment:	Reading about Roman religion and beliefs. There is a selection of suitable books available for students to borrow.	
Stretch and challenge:	A translation assessment, in addition to regular vocabulary & grammar tests.	

Mandarin

Topics / tasks:	The food topic including a full range of vocabulary and key characters. Completed action marker 'le' Using of 'xiang'. The use of time words.
Content and skills:	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' with time word.
Assessment:	Researching regional food differences in China and looking at the role of the radicals in Chinese characters.
Stretch and challenge:	Demonstrating their knowledge in vocabulary and grammar tests as well as a writing assessment on food topic.

Maths

Topics / tasks:	Expanding Brackets Factorising Substitution Solving Linear Equations Forming and solving linear equations Inequalities
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 assessment 2
Stretch and challenge:	<ul style="list-style-type: none">• Complete extra work using www.hegartymaths.com and www.corbettmaths.com• Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Minimalism	Rock & Roll
Content and skills:	Exploring contextual and musical aspects of minimalism Using the elements of music to analyse minimalist composition	Exploring the cultural history of Rock & Roll Using the elements of music to analyse the main musical characteristic of the Rock & Roll genre
Assessment:	Completing assessed listening activities, which will enable pupils to reveal an understanding of the key features of Minimalism	Completing assessed listening activities, which will enable pupils to reveal an understanding of the key features of Rock & Roll, including its social context
Stretch and challenge:	Research the music and influence of the Minimalist pioneer Terry Riley	Research the many cover versions of a Rock & Roll song, analysing the musical similarities and differences

Physical Education

Topics / tasks:	Fitness activities and invasion game skills.
Content and skills:	Maintaining levels of cardio-vascular fitness, power and agility. Also refining games skills including increasing the range of passing and defensive skills.
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.
At GCSE students follow the Eduqas exam board specification.*

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. By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk	

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:	By joining the virtual science club: email Mrs Gibb to join the online science team. I.Gibb@durhamjohnston.org.uk	

Spanish

Topics / tasks:	Will use the language and transferable skills from the first half term to learn how to describe a boyfriend or girlfriend or future partner.
Content and skills:	<p>They will learn how to use possessive adjectives and learn additional adjectives. They will learn the vocabulary of relationships within a family and learn how to talk about future partners.</p> <p>They will learn how to extend sentences using 'y 'and 'que' which will allow students to score in the highest language band in assessment.</p> <p>Using opinions from Year 8, students will learn how to give opinions in different ways and revise how to form the future tense. Most students should recognise this from term 3 of Year 8 (holidays)</p>
Assessment:	<p>Grammar homework worksheets and class tests to revise and consolidate the immediate future tense. Students will test their listening and reading skills in class and be given instant feedback.</p> <p>Formal assessment will be in the form of Listening & speaking</p> <p>As they move into term 2 students should now be confident with: -subject pronouns -Regular present tense and some irregulars SER/IR/TENER/ESTAR -reflexive verbs -the immediate future tense</p>
Stretch and challenge:	<p>Trying to identify the future tense in listening tasks and written passages. Students will be given guidance as to how to tackle a reading task GCSE style looking for cognates and choosing carefully which words to look up and memorise.</p> <p>Most students will be confident writing in present and the immediate future tense.</p> <p>Some students could try to use these tenses side by side in speaking and writing.</p> <p>Their class teacher will guide students to KERBOODLE tasks to stretch and challenge.</p>