DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
DARE TO BE WISE

Year 9

Curriculum Overview

Half Term 3

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 9, students study the following subjects:

- **English**, **Maths** and **Science** – **three** lessons per week per subject
- **Geography**, **History**, **Physical Education**, **First language option** and **Second language option** – **two** lessons per week per subject
- **Art**, **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:	Pupils will continue developing their concept art outcomes, either based on costume design, architecture or vehicle design. Some projects have veered slightly away from the three main subject areas, and a focus on portraiture including headgear, decorative facades of buildings, and illusion art have emerged in some groups. This is one of the big positives of the concept art project, the fact pupils can personalise their own project and make it relevant to themselves. The world of concept art is so wide that we encourage pupils to start to develop more personal lines of enquiry following a generic starting point. By the end of this half term, pupils will have contextualised their ideas and presented some 'final' design ideas to take even further.
Assessment:	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons, with written comments provided for main outcomes on MS teams.
Stretch and challenge:	Pupils are encouraged to develop their own work at home using any process or material they enjoy using. To share these outcomes with their class teachers and be provided developmental comments for this work. Pupils are also encouraged to explore virtual galleries and museum websites in finding art they like and accessing online resources to help in their development. If a pupil creates work at home and is centred in the world of art & design, there may be scope for this to become a home/school-based project once the concept art project is completed.

Computing

Topics / tasks:	**Programming with Python** **Digital media and advertising**
Content and skills:	**Programming** Students will take their first steps with the programming language Python to draw shapes, patterns, and spirals. They will use a module named "Turtle" and along the way learn how to think in sequences and use loops in order to repeat a sequence. This will provide a great stepping-stone from a visual programming language like Scratch to the text-based environment of Python. Students will start to develop their understanding of iteration and how this can be applied to their code We will also develop their understanding of loops covering for loops, while loops and nested loops Using the IF function **Design & development (media)** Create a mind map and a mood board for a new ice cream Research (business) – Best-selling ice creams of 2019. Good advertising campaigns, customer feedback and sales reports (graphs and stats). Create a design for the new ice cream and logo Design a billboard advert for the new ice cream Create a short advert for your ice cream (video) which will appeal to the target audience
Assessment:	Teacher assessment for Python assignment D/S/E Homework – error detection Teacher assessment for "Jem & Benny's" assignment D/S/E Diagnostics test: (DJCS Computing Y9 Ethics & The Digital Divide) /20
Stretch and challenge:	Learn Python: teachcomputerscience.com/gcse-python/ & www.codecademy.com/catalog/language/python Successful marketing: www.youtube.com/watch?v=xKHFzs5mwPg Design: www.canva.com

Design Technology

Topics / tasks:	**Design laser cut Key fob & Holder using 2D Design**
Content and skills:	1. Students will **investigate** the uses of **automation in manufacturing** 2. Students will complete an **extended written task** focussing on product analysis 3. Students will develop their **2D Design skills** and use a **wide variety of tools** to design and develop their ideas 4. Students will be have to be **resilient** and **show a commitment** to developing a **working prototype** 5. Students will **investigate** the use of **die cutting** and **laser cutting** in an industrial setting 6. Students will **reflect** on their working prototype through **an extended writing task**
Assessment:	• Exercise books will be marked after week 6 and week 12. Assessment grids will be used to feedback to students- this is also shared with students throughout the project • Students will complete an exam that will test understanding of theory content towards the end of the project • 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.
Stretch and challenge:	• Students should watch related TV programmes which will be advised in class and on Teams. • Students should practice sketching a variety if suitable ideas that they can include/ use in their design. • Students should investigate where this product could be used in the home and consider suitable height it could be used at.

English

Topics / tasks:	Continuing Reading *Frankenstein* by Mary Shelley	Continuing Gothic Writing
Content and skills:	**Reading** • 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** • 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:	Research the following authors to understand the influences upon Mary Shelley: • Mary Wollstonecraft • William Godwin • Percy Bysshe Shelley • Lord Byron Listen to the following In Our Time radio podcast by Melvin Bragg: www.bbc.co.uk/programmes/m00051n6 Study the influence of Frankenstein upon art and culture by watching some of the adaptations detailed on the Wikipedia page, including the famous bolted and green *Frankenstein* (1931) directed by James Whale: en.wikipedia.org/wiki/Frankenstein_in_popular_culture	Read a range of Gothic authors such as: • The short stories and poetry of Edgar Allan Poe • *Dracula* by Bram Stoker • *Northanger Abbey* by Jane Austen • *Jane Eyre* by Charlotte Bronte • *Wuthering Heights* by Emily Bronte • *Coraline* by Neil Gaiman • *The Graveyard Book* by Neil Gaiman • *Miss Peregrine's School for Peculiar Children* by Ransom Riggs

Food & Textiles

Topics / tasks:	Theory	Practical
Content and skills:	Theory Students will cover information on cake making methods, reared and caught foods, chemical reactions in cooking methods, the functions of eggs in cooking and will consider the uses of many different cooking methods.	Practical A range of skills are needed to make chocolate brownies and maids of honour. Baking methods 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, oven, hob, greasing, melting, stirring, beating, folding, pouring, baking, cooling. rubbing into flour (rubbing in method), adding correct amount of water, making a firm smooth shortcrust pastry dough, rolling, filling, cutting, portioning, separating and baking.
Assessment:	Students will complete a test at the end of half term that will cover the content delivered this half term.	
Stretch and challenge:	Theory Reading further into the topics covered, this can include watching videos and reading material online on websites such as www.foodafactoflife.org.uk/	Practical Cook the recipes at home that are covered in lesson, making sure there is adult permission and supervision.

French

Topics / tasks:	**Technology**
Content and skills:	Students will study the different uses of technology and the advantages and disadvantages of mobile phones. They will revise the present, perfect and future tenses. They will learn how to use direct and indirect object pronouns as well as a variety of infinitive phrases. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks.
Assessment:	In class, there will be weekly vocabulary tests, grammar tests and assessment of listening, reading and writing skills.
Stretch and challenge:	Students can do further interactive grammar exercises using unit 2 of the Kerboodle online textbook with the login they have been given in class. They can also research how French teenagers use technology or change the settings on their mobile phone to French for 24 hours.

Geography

Topics / tasks:	**Hazards**
Content and skills:	Students will continue their study of this topic, building on the work from last half term to examine the causes, impacts of and responses to earthquakes, volcanoes and Supervolcanoes.
Assessment:	A knowledge recall test on the topic of hazards.
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available at: classroom.thenational.academy/units/tectonics-b9a8

German

Topics / tasks:	**Clothes**
Content and skills:	Students will study the topic of clothes. 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 and writing tasks. Students will study the use of possessive pronouns, "man", subject and object pronouns, negatives as well as adjective endings in the nominative and accusative case.
Assessment:	In class, there will be weekly vocabulary and/ or grammar tests and assessment of listening, reading and writing skills.
Stretch and challenge:	Students can research why students do not wear school uniform in German speaking countries.

History

Topics / tasks:	**How and why did the British Empire lead to the First World War?** **What were the experiences of men during the First World War?** **How and why did the Nazis rise to power in Germany and persecute Jewish people?**
Content and skills:	Pupils will study the causes of the First World War, including imperialism, the alliance system and militarism. They will then learn about the experiences of British and local soldiers in recruitment/conscription, trench warfare, weapons, tactics and specific battles. Pupils will then study the reasons for the Nazis' rise to power and dictatorship in Germany. 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. Different theories of the causes of the Final Solution will be investigated.
Assessment:	Pupils 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.
Stretch and challenge:	Worksheets that require research on local and also world history provide context for the eras studying in lessons. Ask your teacher for these tasks.

Latin

Topics / tasks:	**Roman Britain – the town of Bath**
Content and skills:	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.
Assessment:	In addition to regular vocabulary tests, there will be an assessment on the site of Bath and a grammar assessment.
Stretch and challenge:	Students can read and research about Roman Britain and religion across the empire.

Mandarin

Topics / tasks:	**Holidays**
Content and skills:	Students will study the topic of holidays. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks. Students will study using the past time marker' le' to talk about a completed action. Using verb 'zuo' and 'qi' to talk about the means of transport used.
Assessment:	In class, there will be weekly vocabulary (characters) tests and assessment of listening, reading and writing skills.
Stretch and challenge:	Student will extend their language knowledge by investigating Character's radicals.

Maths

Topics / tasks:	**Nth term** **Different types of sequence** **Plotting linear graphs** **Gradient and intercept** **Index Laws** **Standard form**
Content and skills:	• Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem solving skills
Assessment:	Half term 3 assessment
Stretch and challenge:	• Complete extra work using www.hegartymaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org

Music

Topics / tasks:	Variations
Content and skills:	Exploring the musical conventions of the variations structure Listening and analysis of existing examples of variations Composing a simple set of variations on the melody 'Freres Jacques'
Assessment:	Composition of a simple set of variations on the melody 'Freres Jacques' exploring melodic and rhythmic variation techniques, and harmonising with primary chords
Stretch and challenge:	Use the primary chords to create accompaniment figurations Compose more adventurous melodic variations with complex rhythmical patterns and melodic decoration

Physical Education

Topics / tasks:	**Fitness activities and invasion / net game skills.**
Content and skills:	Increasing levels of cardio-vascular fitness, power and muscular endurance. Also refining games skills including increasing the range of passing and movement with and without the ball. Develop service and receiving skills in net games.
Assessment:	A timed cross-country run and a conditioned game.
Stretch and challenge:	Attending extra-curricular clubs and participating in sports clubs outside school when these become available.

Religious Education

In Year 9, students begin studying for their GCSE qualification in R.E; they will sit the examination at the end of Year 11.

Topics / tasks:	**GCSE Theme 3: Issues about good and Evil** **Pupils are expected to cover the topic looking at Jewish and Christian perspectives**
Content and skills:	This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. Learners are expected to make relevant references to scripture and other sources of authority. ➢ What makes an act 'wrong'? Religious and ethical responses: relative and absolute morality, conscience, virtues, sin Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation The treatment of criminals and the work of prison reformers and prison chaplains Varied Conservative and Liberal Jewish and Christian responses to the Death Penalty, including interpretations of Christian teaching: Leviticus 24:17-20, Exodus 20:13, Matthew 5:38-39, 43-47 Jewish and Christian teachings about forgiveness, including interpretations of teachings: Micah 7:18, Matthew 18:21-22, Matthew 6: 14-15 Examples of forgiveness arising from personal beliefs. Philosophical perspectives on the origin of evil: Berakhot 9:5, Avodah Zarah, 3b, Deuteronomy 30:15-19. Original Sin (free will) and 'soul-making' (Irenaeus and John Hick) Philosophical challenges posed by belief in God, free will and the existence of evil and suffering the diversity of Jewish responses to The Holocaust (Shoah)
Assessment:	Pupils will have a 30 minute GCSE standard assessment
Stretch and challenge:	Pupils may wish to read one of the foremost writers on faith and morality from the Jewish community in Britain, Rabbi Jonathan Sacks. [1948 - 2020] Lord Sacks has written extensively. His most recent book published in 2020 is Morality: Restoring the Common Good in Divided Times. Peter Vardy's book The Puzzle of Evil is a good accessible introduction to the topic from a Christian point of view.

Science: Biology

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** • Detailed structure of eukaryotic and prokaryotic cells • Functions of subcellular components • Magnification and resolution • Specialised cells • Structure of DNA	**Skills** • 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:	**Knowledge** **Material Science** An understanding of the structure and uses of: • Ceramics • Polymers • Composite materials Materials and the environment including environmental issues and recycling **Reactivity** • The reactivity series • Energy and reactions • Displacement reactions of metals • Extracting metals from ore	**Skills** • 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:	**Knowledge** **Forces and Motion** • Balanced and Unbalanced forces linked to motion • Energy and Motion • Speed and distance time graphs • Turning Forces • Work Done linked to force and distance **Fields and Electromagnets** • Magnetic and gravitational fields • Static electricity • Circuits and current • Electromagnets	**Skills** • 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:	**Technology in everyday life**
Content and skills:	Students will learn how to explain how they use technology in their everyday lives and keep in contact with friends and family and use technology as a tool for learning and leisure activities.
Assessment:	In class, there will be regular vocabulary tests and grammar activities to check progress and students will be assessed in all four skills, listening, reading, speaking and writing.
Stretch and challenge:	Some students will learn how to give more complex opinions and research how Spanish students view technology in their lives.