



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 9

## Curriculum Overview *Half Term 4*

Dear Parent/Carer,

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

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

- **English, Maths** and **Science** – **three** lessons per week per subject
- **Geography, History, Physical Education, First language option** and **Second language option** – **two** lessons per week per subject
- **Art, 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

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

# Computing

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| <b>Topics / tasks:</b>        | <b>Programming with Python</b><br><b>Digital media and advertising</b>  |
| <b>Content and skills:</b>    | <p><b>Programming</b><br/> 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.<br/> Students will start to develop their understanding of iteration and how this can be applied to their code<br/> We will also develop their understanding of loops covering for loops, while loops and nested loops<br/> Using the IF function</p> <p><b>Design &amp; development (media)</b><br/> Create a mind map and a mood board for a new ice cream<br/> Research (business) – Best-selling ice creams of 2019. Good advertising campaigns, customer feedback and sales reports (graphs and stats).<br/> Create a design for the new ice cream and logo<br/> Design a billboard advert for the new ice cream<br/> Create a short advert for your ice cream (video) which will appeal to the target audience</p> |
| <b>Assessment:</b>            | Teacher assessment for Python assignment D/S/E<br>Homework – error detection<br>Teacher assessment for "Jem & Benny's" assignment D/S/E<br>Diagnostics test: (DJCS Computing Y9 Ethics & The Digital Divide) /20  |
| <b>Stretch and challenge:</b> | Learn Python:<br><a href="https://teachcomputerscience.com/gcse-python/">teachcomputerscience.com/gcse-python/</a> & <a href="https://www.codecademy.com/catalog/language/python">www.codecademy.com/catalog/language/python</a><br>Successful marketing: <a href="https://www.youtube.com/watch?v=xKHFzs5mwPg">www.youtube.com/watch?v=xKHFzs5mwPg</a><br>Design: <a href="https://www.canva.com">www.canva.com</a>  |

# Design Technology

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| <b>Topics / tasks:</b>        | <b>Influential Designers</b>  |
| <b>Content and skills:</b>    | Students will investigate a variety of key designers and complete a range of iterative design challenges. The key designers are: <ol style="list-style-type: none"><li>Philippe Starck ( Alessi )</li><li>James Dyson ( Dyson)</li><li>Jonathan Ive ( Apple)</li></ol>  |
| <b>Assessment:</b>            | Work will be set as assignments on teams. Student's will complete and submit work every lesson via assignments on teams to their teacher. Students will complete an end of term test and receive a grade based on this. Completed assignments (50%) and end of term test (50%) will make up student final grade for project.  |
| <b>Stretch and challenge:</b> | <ul style="list-style-type: none"><li>• Students can independently research designers and create their own design based on their work.</li><li>• Students can look at other influential product designers from the 20<sup>th</sup> and 21<sup>st</sup> century (Harry Beck, Norman Foster, and Dieter Rams).</li><li>• Students should practice sketching techniques to improve their design work</li></ul> |

# English

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

# Food & Textiles

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| <b>Topics / tasks:</b>        | <b>Iterative design project – cover 2 half terms</b>  |
| <b>Content and skills:</b>    | <p>Students will investigate:</p> <ul style="list-style-type: none"><li>• Iterative Design process</li><li>• Product research and analysis</li><li>• Contextual challenge</li><li>• Market research - Target customer / client profile</li><li>• Design specification</li><li>• Designing – ideas / modelling ideas</li><li>• Environment impact</li></ul>  |
| <b>Assessment:</b>            | <p>Students' work will also be monitored safely throughout each lesson, this ensuring that students are working to the best of their ability. Work will be broken down into manageable portions</p> <p>Teachers will highlight strengths and identify areas for improvement for each stage of the project. For this, teachers will use a project assignment format. Students can use images, copy and paste examples into assignments</p> <p>Students will complete a test at the end of half term that will cover the content delivered this half term. *pending school attendance</p> |
| <b>Stretch and challenge:</b> | <p>Students should familiarise themselves with the properties of different materials in their household and investigate their 'fit for purpose'</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p>   |

# French

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| <b>Topics / tasks:</b>        | <b>Social Media</b>   |
| <b>Content and skills:</b>    | Students will study the uses, advantages and disadvantages of social media. They will learn several irregular verbs in the present tense. They will also learn to use the conditional tense and a greater variety of infinitive phrases. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks. |
| <b>Assessment:</b>            | In class, there will be weekly vocabulary tests, grammar tests. There will also be a formal assessment of reading, writing and translation skills.  |
| <b>Stretch and challenge:</b> | Students can do further interactive grammar exercises using unit 2 of the Kerboodle online textbook with the login they have been given in class. They can also research French social networks.  |

# Geography

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| <b>Topics / tasks:</b>        | <b>Hazards</b>   |
| <b>Content and skills:</b>    | Students will complete their study of this topic, building on the work from last half term to examine the causes, impacts of and responses to tropical storms, wildfires and tsunamis.   |
| <b>Assessment:</b>            | A knowledge test on tropical storms, wildfires and tsunamis.   |
| <b>Stretch and challenge:</b> | Students can explore the topic further by completing the lessons and quizzes available at:<br><a href="https://classroom.thenational.academy/units/climatic-hazards-6a18">classroom.thenational.academy/units/climatic-hazards-6a18</a><br><a href="https://classroom.thenational.academy/units/tectonics-b9a8">classroom.thenational.academy/units/tectonics-b9a8</a> |

# German

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

# History

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| <b>Topics / tasks:</b>        | <b>What were the consequences of the First World War?<br/>How and why did the Nazis rise to power in Germany and persecute Jewish people?</b>  |
| <b>Content and skills:</b>    | Year 9 historians will learn about consequences of the First World War and assess the impact of the Treaty of Versailles on Germany. Pupils will make multi-causal judgements about how the Nazi Party gained popularity in Germany. Pupils will then study the methods Nazis' consolidation of power and Hitler's rise to dictatorship. This includes the Nazi exploitation of the Treaty of Versailles and the Great Depression. They will analyse the increasing persecution of German and European Jews, including the use of ghettos and Nuremberg Laws. Pupils will investigate how and why WWII made Jewish persecution worse, before studying Auschwitz as a case study. Different theories of the causes of the Final Solution will be investigated, including a comparison of intentionalist v functionalist theories. |
| <b>Assessment:</b>            | 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.   |
| <b>Stretch and challenge:</b> | Worksheets that require research on local and also world history provide context for the eras studying in lessons. Ask your teacher for these tasks. Pupils are encouraged to read books on the Holocaust such as <i>The Tattooist of Auschwitz</i> , <i>Maus</i> , <i>The Book Thief</i> , <i>Man's Search for Meaning</i> and the historical memoir <i>Night</i> by Elie Wiesel. <i>The Rise of the Nazis</i> is currently on the BBC iPlayer and <i>Auschwitz: the Nazis and the Final Solution</i> is on Netflix.  |

# Latin

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| <b>Topics / tasks:</b>        | <b>Roman Britain – the town of Bath</b>  |
| <b>Content and skills:</b>    | Students will continue their study of the site of Bath, looking at evidence about Roman religion, divination and sacrifice. Language work will focus on building confidence in tackling complex sentences. |
| <b>Assessment:</b>            | In addition to regular vocabulary tests, students will be assessed on their translation work done as class and homework.   |
| <b>Stretch and challenge:</b> | Students can read and research about Roman Britain and religion across the empire.   |

# Mandarin

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| <b>Topics / tasks:</b>        | <b>All about me</b>   |
| <b>Content and skills:</b>    | They will learn new vocabulary relevant to the topic. They will be able to apply this through speaking, listening, reading and writing tasks. They will learn how to describe people's appearance using 'verb-adjectives' and be able to talk about daily routine using different time words. |
| <b>Assessment:</b>            | Weekly vocabulary test. There will be one formal assessment of reading and translation skills.  |
| <b>Stretch and challenge:</b> | Learn more about Chinese characters. Understand one character having more than one meaning.   |

# Maths

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| <b>Topics / tasks:</b>        | <b>Probability</b><br><b>Relative Frequency</b><br><b>Sample spaces</b><br><b>Averages from tables and grouped data</b><br><b>Scatter graphs and correlation</b><br><b>Ratio and proportion</b>   |
| <b>Content and skills:</b>    | <ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem solving skills</li></ul>   |
| <b>Assessment:</b>            | Half term 4 assessment  |
| <b>Stretch and challenge:</b> | <ul style="list-style-type: none"><li>• Complete extra work using <a href="http://www.hegartymaths.com">www.hegartymaths.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

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

# Physical Education

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

# Religious Education

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

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| <p><b>Topics / tasks:</b></p>        | <p><b>GCSE Theme 3: Issues about good and Evil</b><br/> <b>Pupils are expected to cover the topic looking at Jewish and Christian perspectives</b></p>   |
| <p><b>Content and skills:</b></p>    | <p>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.</p> <p>➤ What makes an act 'wrong'?</p> <p>Religious and ethical responses: relative and absolute morality, conscience, virtues, sin<br/>         Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation<br/>         The treatment of criminals and the work of prison reformers and prison chaplains<br/>         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</p> <p>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.<br/>         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)</p> <p>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)</p> |
| <p><b>Assessment:</b></p>            | <p>Pupils will have a 30 minute GCSE standard assessment</p>   |
| <p><b>Stretch and challenge:</b></p> | <p>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.</p>  |

# Science: Biology

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

# Science: Chemistry

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| <b>Topics / tasks:</b>        | <b>Fundamentals of Chemistry, using the periodic table</b>   |  |
| <b>Content and skills:</b>    | <b>Content</b> <ul style="list-style-type: none"><li>• Describing the structure of the periodic table in terms of periods and groups.</li><li>• Use of the Atomic number and atomic mass to understand the sub atomic particles in atoms.</li><li>• Use of the Atomic mass to calculate relative formula mass and percentage by mass of compounds.</li><li>• Use of group number in the periodic table to work out formula for ionic compounds using charge.</li></ul> | <b>Skills</b> <ul style="list-style-type: none"><li>• Calculations</li><li>• Uses of percentage</li><li>• Use of data tables</li></ul> |
| <b>Assessment:</b>            | Assessed using short online quizzes or in class short answer assessment depending on the amount of time spent in school.   |  |
| <b>Stretch and challenge:</b> | By joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a>  |  |

# Science: Physics

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| <b>Topics / tasks:</b>        | <b>Energy</b>   |  |
| <b>Content and skills:</b>    | <b>Content</b> <ul style="list-style-type: none"> <li>• Describing the rules of conservation of energy and explaining how energy can be transferred between energy stores.</li> <li>• Draw and interpret diagrams to show transfer of energy between stores and identify when energy is being wasted.</li> <li>• Describe and compare the main sources of energy available on earth, explain the difference between renewable and non-renewable sources.</li> </ul> | <b>Skills</b> <ul style="list-style-type: none"> <li>• Evaluating data to identify benefits and cost linked to different processes.</li> <li>• Interpreting scientific diagrams to draw conclusions about energy transfers.</li> </ul> |
| <b>Assessment:</b>            | Assessed using short online quizzes or in class short answer assessment depending on the amount of time spent in school.  |  |
| <b>Stretch and challenge:</b> | By joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a> joining the virtual science club: email Mrs Gibb to join the online science team. <a href="mailto:I.Gibb@durhamjohnston.org.uk">I.Gibb@durhamjohnston.org.uk</a>  |  |

# Spanish

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