



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 9

## Curriculum Overview

### *Half Term 5*

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

<b>Topics / tasks:</b>	<b>Concept Art Project continued, with new avenues added</b>
<b>Content and skills:</b>	<p>Pupils will continue developing their concept art outcomes, either based on costume design, architecture or vehicle design. Some projects have veered slightly away from the three main subject areas, and a focus on portraiture including headgear, decorative facades of buildings, and illusion art have emerged in some groups. This is one of the big positives of the concept art project, the fact pupils can personalise their own project and make it relevant to themselves. The world of concept art is so wide that we encourage pupils to start to develop more personal lines of enquiry following a generic starting point. By the end of this half term, pupils will have contextualised their ideas and presented some 'final' design ideas to take even further. The focus will be reviewing and refining their ideas in creating 'final' outcomes and learning how to present their work as a concept artist.</p>
<b>Assessment:</b>	<p>Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons.</p>
<b>Stretch and challenge:</b>	<p>Pupils are encouraged to develop their own work at home using any process or material they enjoy using. To share these outcomes with their class teachers and be provided developmental comments for this work. Pupils are also encouraged to explore virtual galleries and museum websites in finding art they like and accessing online resources to help in their development. If a pupil creates work at home and is centred in the world of art &amp; design, there may be scope for this to become a home/school-based project once the concept art project is completed.</p>

# Computing

<b>Topics / tasks:</b>	<b>Programming with Python</b>
<b>Content and skills:</b>	<p><b>Programming:</b> 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.</p> <p>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</p>
<b>Assessment:</b>	Teacher assessment for Python assignment D/S/E Homework – error detection
<b>Stretch and challenge:</b>	<p><b>Learn Python:</b> <a href="https://teachcomputerscience.com/gcse-python/">teachcomputerscience.com/gcse-python/</a> &amp; <a href="https://www.codecademy.com/catalog/language/python">https://www.codecademy.com/catalog/language/python</a> <a href="https://www.codecademy.com/learn/learn-python">www.codecademy.com/learn/learn-python</a> <a href="https://www.youtube.com/watch?v=rfscVS0vtbw">www.youtube.com/watch?v=rfscVS0vtbw</a></p> <p><b>Watch me:</b> <b>Ada Lovelace:</b> <a href="https://www.bbc.co.uk/programmes/p030s5bx">www.bbc.co.uk/programmes/p030s5bx</a> How to build a time machine: <a href="https://www.bbc.co.uk/programmes/b0bb33ht">www.bbc.co.uk/programmes/b0bb33ht</a></p>

# Design Technology

<b>Topics / tasks:</b>	<b>Key ring and holder designing</b>
<b>Content and skills:</b>	<p>Students will continue their key ring and holder project (students started this before Easter). The focus this half term will include:</p> <ul style="list-style-type: none"><li>• 2D Design skill development through completion of tutorial</li><li>• Designing and developing a product using 2D Design</li><li>• Die cutting VS laser cutting- theory investigation</li></ul>
<b>Assessment:</b>	<p>Work in student's exercise books will be marked half way through the project and at the end of the project. Students will also complete a test that reflects on the content of the project.</p>
<b>Stretch and challenge:</b>	<p>Students could consider how their product range could be extended and design additional types of products that could be also laser cut. For example, bedroom signage for teenagers- Use the internet to look at some examples / ideas.</p>

# English

Topics / tasks:	Reading <i>Macbeth</i> by William Shakespeare	Writing Opinion Editorials
<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:</p> <p><a href="http://www.theguardian.com/uk/commentisfree">www.theguardian.com/uk/commentisfree</a></p> <p><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:</p> <p><a href="http://www.bbc.co.uk/bitesize/guides/zyydjxs/revision/1">www.bbc.co.uk/bitesize/guides/zyydjxs/revision/1</a></p>

# Food & Textiles

<b>Topics / tasks:</b>	<b>Iterative design project – Cover 2 half terms</b>
<b>Content and skills:</b>	<p>Students will investigate:</p> <p><b>Focus this half term is on design for an outcome and customer</b></p> <ul style="list-style-type: none"><li>• Continuing through the Iterative Design process</li><li>• Continue to focus on Target customer / client profile</li><li>• Design specification</li><li>• Designing – ideas / modelling ideas</li><li>• Environment impact</li><li>• Evaluation</li></ul>
<b>Assessment:</b>	<p>Students will be issued with booklets to work from in school.</p> <p>Students' work will also be monitored throughout each lesson, this ensuring that students are working to the best of their ability.</p> <p>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.</p> <p>Teachers will give students images to use and students can also use images and drawings they can add to their booklets.</p> <p>Students can upload work on Teams</p> <p>Students will complete a test next half term. *pending school attendance</p>
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with designs that are 'fit for purpose' and ergonomically designed.</p> <p>Students should watch related TV programmes which will be advised in class and on Teams.</p>

# French

<b>Topics / tasks:</b>	<b>Free Time Activities and Food</b>
<b>Content and skills:</b>	Students will study free-time activities and food preferences. They will revise perfect and future tenses as well as modal verbs followed by the infinitive. They will learn a variety of complex structures, a range of negatives and how to form questions. They will also learn how to express a wider range of opinions with reasons. They will learn new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading and writing tasks.
<b>Assessment:</b>	In class, there will be weekly vocabulary/ grammar tests. Over the course of the term, there will also be a formal writing assessment, the timing of which will be subject to class progression.
<b>Stretch and challenge:</b>	Students can do further interactive grammar exercises using unit 3 of the Kerboodle online textbook with the login they have been given in class. They can also research traditional French cuisine.



# Geography

<b>Topics / tasks:</b>	<b>Middle East</b>
<b>Content and skills:</b>	Students will be introduced to the Middle East and examine the human and physical geography of this region. Students will study the connection between the different climates and biomes in the Middle East before focusing on the desert biomes and the challenges for people living there. Students will then examine the connection between the UK and the Middle East before focusing on challenges this regions faces today e.g. water insecurity.
<b>Assessment:</b>	A knowledge test on the Middle East.
<b>Stretch and challenge:</b>	Students can explore the topic further by completing the lessons and quizzes available at: <a href="https://classroom.thenational.academy/units/the-geography-of-the-middle-east-096d">classroom.thenational.academy/units/the-geography-of-the-middle-east-096d</a>

# German

<b>Topics / tasks:</b>	<b>Health</b>
<b>Content and skills:</b>	Students will study the topic of healthy/ unhealthy lifestyles. They will revise the present, past, future and conditional tense as well as using modal verbs in a range of tenses. They will learn topic specific verbs and new vocabulary relevant to the topic and be able to apply this through speaking, listening, reading, translation and writing tasks. Students will study the use of “um ... zu” (in order to) + infinitive, dative pronouns, since/ for in German (= seit) and practise German word order.
<b>Assessment:</b>	In class, there will be regular vocabulary and/ or grammar tests. There will be one formal assessment of writing in Summer Term (Term 3).
<b>Stretch and challenge:</b>	Students can research different ways how to stay fit and healthy in the German-speaking world.

# History

<b>Topics / tasks:</b>	<b>The Holocaust: A case study of the impact of ideology, mechanisation of war and genocide on Twentieth Century world history.</b> <b>WW2: To what extent was WW2 the same war as WW1? What caused WW2? Why did Britain fight? How far did it change Britain?</b>
<b>Content and skills:</b>	Year 9 historians will learn about the increasing persecution of German and European Jews in the 1930s; 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. Year 9 will then learn about the Nazi foreign policies that led to the Second World War. Pupils will assess and judge the reasons for Britain's appeasement of Germany before studying the impact of the war on the British home front. This will include the Battle of Britain, rationing, bombings and evacuations.
<b>Assessment:</b>	Pupils will have several opportunities to write about the causes and origins of the Holocaust and the blame for the Holocaust. They will also complete a factual knowledge test on the Second World War and the escalation of the Holocaust, the test will be at least 20 questions.
<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> and <i>The Greatest of WWII</i> are both on Netflix.

# Latin

<b>Topics / tasks:</b>	<b>Roman Britain – religion &amp; roads</b>
<b>Content and skills:</b>	Students will complete their study of Roman religion, divination and sacrifice and go on to look at roads - how they were built and their importance in the Roman Empire. We will meet the subjunctive and consolidate what we have learnt so far about verbs in Latin.
<b>Assessment:</b>	There will be an assessment on the topic of Bath & Roman religion, as well as regular translation and comprehension tasks.
<b>Stretch and challenge:</b>	Students can read and research about Roman Britain and religion across the empire.

# Mandarin

<b>Topics / tasks:</b>	<b>Daily routine</b>
<b>Content and skills:</b>	Students will learn the vocabulary to describe their daily routine. They will revise telling the time and learn the names of meal times. Also, they will learn the following grammar points: the use of adverb 'dou' and the use of the sequencing words 'yi qian' 'yi hou' They will learn how to use sequencing words to ask questions
<b>Assessment:</b>	In class there will be weekly vocabulary tests, grammar tests. There will also be a formal writing assessment, the timing of the assessment will be subject to class progression.
<b>Stretch and challenge:</b>	Students will have the opportunity to compare their daily routines to those of students in china.

# Maths

<b>Topics / tasks:</b>	<b><u>Introduction to GCSE</u></b> <b>Number review</b> <b>Factors, Multiples, HCF and LCM</b> <b>Algebraic manipulation</b> <b>Brackets and factorising</b> <b>Solving equations</b>
<b>Content and skills:</b>	<ul style="list-style-type: none"><li>• Revision and consolidation of previously learned skills</li><li>• Extension of skills to unfamiliar contexts</li><li>• Reasoning and problem solving skills</li></ul>
<b>Assessment:</b>	Summer assessment on topics covered in the summer term
<b>Stretch and challenge:</b>	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> Completing enrichment tasks on <a href="http://www.nrich.maths.org">www.nrich.maths.org</a>

# Music

<b>Topics / tasks:</b>	<b>Music Through Time</b>
<b>Content and skills:</b>	A whistle-stop overview of the characteristic features, instruments and conventions of art music from the Baroque Era, the Classical Era, the Romantic Era and the 20 <sup>th</sup> Century
<b>Assessment:</b>	Completion of research and listening tasks highlighting the development of western classical music over the centuries Performance (keyboard) of part of all or part of piece representative of one of the eras studied
<b>Stretch and challenge:</b>	Completing more in-depth research of a composer we have studied, looking at their works and making comparisons between several recordings that are available online

# Physical Education

<b>Topics / tasks:</b>	<b>Athletic activities and striking / fielding games</b>
<b>Content and skills:</b>	Students will develop running, jumping and throwing skills, including advanced skills such as discus and triple jump. Students will refine fielding skills, including the ability to play in a variety of positions. Continue to understand the importance of leading a warm up and cool down.
<b>Assessment:</b>	Measurement of a run, jump and throw and a conditioned game.
<b>Stretch and challenge:</b>	Attending extra-curricular clubs and participating in sports clubs outside school



# Religious Education

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

<b>Topics / tasks:</b>	<b>GCSE Theme 1: Religious responses to issues related to relationships and family life.</b>
<b>Content and skills:</b>	Pupils will study this theme looking exclusively at Judaism and Christianity and the support they offer for religious teaching about the importance of family life and different ways of relating. They will become familiar with what Judaism and Christianity teach about relationships. Pupils will be expected to consider specific relationship issues - the changing nature and role of family life in Britain. The differing views of Jews and Christians that marriage is the basis for family life. Changing and varied attitudes to cohabitation, contraception, adultery, divorce and remarriage, purpose of sex and same sex relationships will be explored.
<b>Assessment:</b>	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.
<b>Stretch and challenge:</b>	Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website

# Science: Biology

<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>	Assessment of GCSE content covered this year at the start of half term six this assessment will be the main data used for setting into year 10.	
<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

<b>Topics / tasks:</b>	<b>History of the Atom and the periodic table forming ions and naming ionic compounds</b>	
<b>Content and skills:</b>	<b>Content</b> <ul style="list-style-type: none"><li>• History of the atom including the work of Thompson, Dalton and Rutherford and how this lead to today's model of an atom.</li><li>• History of the periodic table including the work of Dalton and Mendeleev.</li><li>• Forming ions from atoms looking at the loss and gain of electrons with links to groups in the periodic table.</li><li>• Using ion formation information tow name and write formula for common ionic compounds.</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Explain how scientific theories are formed using evidence and review.</li><li>• Problem solving using mathematical skill</li><li>• Use of data to inform decisions.</li></ul>
<b>Assessment:</b>	Assessment of GCSE content covered this year at the start of half term six this assessment will be the main data used for setting into Year 10.	
<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

<b>Topics / tasks:</b>	<b>Conservation of energy</b>	
<b>Content and skills:</b>	<b>Content</b> <ul style="list-style-type: none"><li>• Renewable energy resources and comparing the use of renewable and non-renewable sources.</li><li>• Calculations involving gravitation potential energy and kinetic energy including the relationship between the two.</li><li>• Vector and scalar quantities</li><li>• Simple addition of vector quantities</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Comparing data and justifying decision using evidence</li><li>• Mathematical rearrangement of equations, substitution of equations and solving problems using more than one equation.</li><li>• Mathematical skill using simple geometry to solve vector problems.</li></ul>
<b>Assessment:</b>	Assessment of GCSE content covered this year at the start of half term six this assessment will be the main data used for setting into Year 10.	
<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>	

# Spanish

<b>Topics / tasks:</b>	<b>Free-time and activities</b>
<b>Content and skills:</b>	Students will cover the topics of free-time, food and eating out, music cinema and T.V. using the present tense, revising the immediate future and with an introduction to the simple future tense.
<b>Assessment:</b>	Students will be regularly tested on vocabulary and grammar points and homework and class work will regularly assess all 4 skills. There will also be a formal writing assessment at some point in this half term or the final half of the summer term, which will be decided by class teacher.
<b>Stretch and challenge:</b>	Students will be given higher-level tasks in all skill areas to prepare them for GCSE. In addition, they will attempt GCSE style speaking and writing tasks as they move into the final term.