



DURHAM JOHNSTON  
COMPREHENSIVE SCHOOL  
— DARE TO BE WISE —

# Year 9

## Curriculum Overview

### *Half Term 6*

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>HTML</b> <b>Excel training model</b> <b>Problem Solving</b>
<b>Content and skills:</b>	<p><b>Students will be able to:</b></p> <p><b>HTML:</b></p> <ul style="list-style-type: none"><li>• Students will be able to review and view “source HTML code” for websites.</li><li>• Recognise structure and discuss what they can see in the source</li><li>• Recognise tags and how/where used and use these tags in the development of their site/page</li><li>• Capabilities and limitations of HTML (allows the basics/forms the foundations)</li><li>• Use Notepad to create a webpage populated with the basics of web design (using tags to form the structure)</li><li>• View &gt; editing HTML if/when required</li></ul> <p><b>Excel:</b></p> <ul style="list-style-type: none"><li>• Use basic formula and formatting to modify existing models</li><li>• Recognise how/where spreadsheets are used in the “real world”</li></ul>
<b>Assessment:</b>	HTML Homework - identify the code In class challenges Teacher assessment (on-screen)
<b>Stretch and challenge:</b>	HTML: <a href="https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4">https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4</a> <a href="http://www.goodellgroup.com/tutorial/chapter1.html#:~:text=HTML%20stands%20for%20HyperText%20Markup,order%20to%20create%20the%20structure.">http://www.goodellgroup.com/tutorial/chapter1.html#:~:text=HTML%20stands%20for%20HyperText%20Markup,order%20to%20create%20the%20structure.</a> Tutorial: <a href="https://www.w3schools.com/html/default.asp">https://www.w3schools.com/html/default.asp</a>

# Design Technology

<b>Topics / tasks:</b>	<b>Completion of Key ring holder</b>
<b>Content and skills:</b>	<p>Students will complete the manufacture of their key ring set and holder. Student will also design, print and assemble packaging for the finished product. Areas of focus will include:</p> <ul style="list-style-type: none"><li>• 2D Design skill development through use of new 2D Design tools</li><li>• Designing and developing a product using 2D Design</li><li>• Investigating the importance of suitable packaging for products.</li></ul> <p>After completion of this project, students will complete a short electronics project. This will focus on investigating component and using specialist software to create schematic diagrams.</p>
<b>Assessment:</b>	<p>Students will complete a test that reflects on the content of the key ring project. Verbal feedback of digital work given on a regular basis.</p>
<b>Stretch and challenge:</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Independently investigate 'Integrated circuits' and their use.</li></ul>

# English

Topics / tasks:	What The Dickens	Creative Writing
<b>Content and skills:</b>	<b>Reading</b> <ul style="list-style-type: none"><li>• Reading non-fiction and fiction extracts from Victorian writers and comparing them to modern writers.</li><li>• Understanding and comparing writers' viewpoints.</li><li>• Studying the methods used by writers to express their viewpoints.</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>• Writing to describe.</li><li>• Studying the structures and language used to describe.</li><li>• Using vocabulary, linguistic methods, sentence types and punctuation for effect.</li><li>• Developing and structuring a range of imaginative ideas.</li></ul>
<b>Assessment:</b>	Completing an essay about a key character in <i>Macbeth</i> (see previous curriculum overview)	Completing an opinion article (see previous curriculum overview)
<b>Stretch and challenge:</b>	Read a Charles Dickens novel such as <i>Oliver Twist</i> and/or <i>A Tale of Two Cities</i> .	Develop your creative writing skills by watching these interviews and top tips from famous authors: <a href="https://www.bbc.co.uk/programmes/topics/Creative_writing">https://www.bbc.co.uk/programmes/topics/Creative_writing</a>

# Food & Textiles

<b>Topics / tasks:</b>	<b>Toy and Theory design project – cover one half term</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>• Types of motion</li><li>• Isometric drawing</li><li>• Mechanisms of sewing machine</li><li>• Research and investigation – moodboard</li><li>• Technology in manufacturing and the manufacturing process</li><li>• Understanding a commercial pattern</li><li>• Adapting a commercial pattern</li><li>• Powering systems</li></ul>
<b>Assessment:</b>	<p>Students will be issued with booklets to work from in school. 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 Teachers will highlight strengths and identify areas for improvement for each stage of the project. Students will taking part in practical modelling in paper their product Students will complete a test next half term. *pending school attendance</p>
<b>Stretch and challenge:</b>	<p>Students should familiarise themselves with motions and manufacturing processes and terminology. Students should watch related TV programmes which will be advised in class and on Teams.</p>

# French

<b>Topics / tasks:</b>	<b>Food and Sport</b>
<b>Content and skills:</b>	Students will study food from around the world and sport. They will learn how to use subordinating conjunctions, quantities, the partitive article and the pronouns y and en. 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 dishes eaten in French-speaking countries other than France.



# Geography

Topics / tasks:	Middle East	Russia
<b>Content and skills:</b>	Students will complete their study of the Middle East by examining how sustainable the 2022 World Cup in Qatar will be, considering both physical and human geography issues.	Students will examine the physical and human geography of Russia before assessing the extent to which climate change poses challenges for the country. Students will use climate graphs, photographs and other figures to analyse key issues throughout the topic. Students will evaluate the short and long-term impacts of the Chernobyl event and assess how effectively it was managed. Students will then learn about current conflicts in and involving Russia before exploring the current geographical situation in the country today.
<b>Assessment:</b>	Students will complete an end of topic test on the Middle East that includes short knowledge recall questions, requires the interpretation of at least one figure and an extended written answer.	A knowledge test on the topic of Russia.
<b>Stretch and challenge:</b>	Students can explore the topic further by completing the lessons and quizzes available at: <a href="http://classroom.thenational.academy/units/the-geography-of-the-middle-east-096d">http://classroom.thenational.academy/units/the-geography-of-the-middle-east-096d</a>	Students can explore the topic further by completing the lessons and quizzes available at: <a href="https://classroom.thenational.academy/units/the-geography-of-russia-ce05">https://classroom.thenational.academy/units/the-geography-of-russia-ce05</a>

# German

<b>Topics / tasks:</b>	<b>WEATHER &amp; ENVIRONMENT JOBS</b>
<b>Content and skills:</b>	<p>Students will study the topics of weather &amp; environment and jobs. 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 topics and be able to apply this through speaking, listening, reading, translation and writing tasks.</p> <p>Students will study reflexive verbs, if/when - clauses, the comparative and superlative, practise the pronunciation of "w, v, f" in German, use negatives, learn to express opinions, use indirect object pronouns in the dative case, use infinitive phrases, use adjective endings in the dative case and practice German word order.</p>
<b>Assessment:</b>	<p>In class, there will be regular vocabulary and/ or grammar tests. There will be one formal assessment of writing.</p>
<b>Stretch and challenge:</b>	<p>Students can learn more vocabulary on the topics of weather &amp; environment and jobs. Students can research different environmental initiatives of German-speaking countries.</p>

# History

<b>Topics / tasks:</b>	<b>Why have people migrated to and from Britain in the last 2000 years?</b>
<b>Content and skills:</b>	Year 9 historians will learn about the long history of migration to the UK. This will be the first <i>longue duree</i> ('long term') study pupils have undertaken. Classes will focus on tracking thematic reasons for migration to the UK – pupils will be able to identify common causes for migration and common influences on the immigrant experience. Individual lessons will focus on questions such as How did Roman conquest change Britain? Vikings - traders or raiders? How did the Norman conquest change Britain? What was the Medieval Jewish experience? Who were the Black Tudors? Were Huguenots refugees or economic immigrants? How far did slavery change Britain? How did the fall of Empire change Britain? These case studies will be used collectively to assess the role of war, money, religion and power in bringing people to Britain.
<b>Assessment:</b>	Pupils will work towards, practise and complete a comparative essay on which factors have been most significant in causing migration to Britain over 2000 years.
<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. David Olusoga's <a href="#">'Black and British' series is on BBC iPlayer</a> , and <a href="#">these clips</a> from the BBC give a range of brief case studies of migration. Pupils are also encouraged to read Miranda Kaufmann's <i>Black Tudors</i> and Robert Winder's <i>Bloody Foreigners</i> .

# Latin

<b>Topics / tasks:</b>	<b>Roman Britain – the army</b>
<b>Content and skills:</b>	Students will revise their work on Roman Britain from Y8, while learning about the army and its role in this province. Language work will focus on consolidating what has been covered so far and building confidence in translating.
<b>Assessment:</b>	There will be a formal assessment on Roman Britain and a language assessment, both modelled on GCSE papers.
<b>Stretch and challenge:</b>	Students should read about any aspect of the Roman world that they find interesting – for example: the army, science and medicine, religion or philosophy.

# Mandarin

<b>Topics / tasks:</b>	<b>My town; weekend plan</b>
<b>Content and skills:</b>	Students will learn the vocabulary related to the topic and describe the area they live and talk about weekend plans. They will also revise past tense. They will learn the following grammar points: how to use relative place words, the use of adverb 'yao' and sequencing words 'xia ge 'to indicate future activity. Use 'Jiang lai' in future plan.
<b>Assessment:</b>	Weekly test on Chinese characters. Formal listening and reading assessment
<b>Stretch and challenge:</b>	Memorise more characters. Learn more about living condition in China and the type of house most people live in.

# Maths

<b>Topics / tasks:</b>	<b><u>Continue with 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>	<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

<b>Topics / tasks:</b>	<b>Revision of the five topics covered in the year so far, in preparation for 'End of Year 9 Listening Assessment'</b>
<b>Content and skills:</b>	Revision of Minimalism, Rock and Roll, Variations, Latin Rhythms and Music Through Time, though listening and further practical exploration. This is in preparation for an end of year listening assessment
<b>Assessment:</b>	In week 5 or 6 of the half term, pupils will complete a listening assessment, which will enable them to demonstrate their level of understanding of the musical topics that they have studied throughout the year
<b>Stretch and challenge:</b>	Further personal research, above and beyond the required revision, will allow pupils to better prepare for the final assessment of the year

# 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>	Main assessments for year 9 will be completed at the start of this half term with feedback, final topics will be assessed by short answer question in class.	
<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>Ionic bonding</b>	
<b>Content and skills:</b>	<p>The final half term in chemistry will answer the following questions;</p> <p>What is an ionic bond? How are ionic bonds formed? Which forces hold ionic bonds together? What is a giant ionic lattice? What properties do ionic compounds have?</p>	<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>
	Main assessments for year 9 will be completed at the start of this half term with feedback, final topics will be assessed by short answer question in class.	
<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

Topics / tasks:	Motion	
<b>Content and skills:</b>	<p>The final half term in physics will answer the following questions;</p> <p>What are scalar and vector quantities? How do you calculate speed? How do you calculate acceleration? How do you use a distance time graph? How do you use a velocity time graph?</p>	<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>• Graph drawing and interpretation skills.</li></ul>
<b>Assessment:</b>	Main assessments for year 9 will be completed at the start of this half term with feedback, final topics will be assessed by short answer question in class.	
<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>Customs and festivals- learning about life in Spain</b>
<b>Content and skills:</b>	Students will be learning about how Spanish families live and daily routines and differences between life in Spain and the UK. Students will also learn about a variety of festivals celebrated throughout Spain and South America.
<b>Assessment:</b>	Students will continue to be assessed in all 4 skills in class to prepare students for GCSE. There will also be an element of research and topic work to practise research skills for year 10. These topics will be graded, and students will be given feedback and awarded house points.
<b>Stretch and challenge:</b>	Students opting for GCSE will complete grammar activities to revise and reinforce all grammar covered in KS3. This will help them with the transition to GCSE work.