



Longdendale

H I G H S C H O O L

Subject Overview

A Guide to Year 9
2020-21

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Subject Overview 2020-21 – Year 9

Dear Families,

This guide provides you with an overview of the topics that your child will be studying this year, as well as a brief outline of how your child will be assessed in each subject area.

We place great importance on working in partnership with families to support our learners in achieving their full potential. We therefore hope you find this booklet useful in helping you understand what the learners are working on and in encouraging them to plan their independent study at home effectively.

Yours faithfully.

A handwritten signature in black ink, appearing to be 'SA', written in a cursive style.

Miss Sally Ayre
Deputy Headteacher

Year 9 – English		
Term One	Term Two	Term Three
<p>HT1 – Shakespeare: Macbeth</p> <p>Learners will explore the language and structure of one of Shakespeare's most famous works: Macbeth. As well as analysing the rich heritage of Shakespeare's language, learners will consider the representation of key characters, and how Shakespeare deals with the core themes of the play. In addition to this, learners will consider the historical elements of the play.</p>	<p>HT1 – Poetry: Identity and Culture</p> <p>This topic of work gives learners the opportunity to engage with poetry about identity, heritage and culture, as well as the effects of prejudice and stereotypes in society. Learners will study a selection of poems, taking part in debates and group work to consider the place of poetry in society, as well as the crafting of these poems.</p>	<p>HT1 – Creative Writing</p> <p>During this topic, learners will develop their written 'voice', using a range of stimuli to complete imaginative writing and transactional writing tasks. This will enable learners to consider how to alter their style and content to fulfil the purpose and format of their writing. Learners will also practise their spelling, punctuation and grammar and using it for effect.</p>
<p>HT2 – Unseen 19th Century Fiction</p> <p>Throughout this topic, learners will continue to develop their analytical skills, exploring a range of more modern 21st century texts, as well as extracts from 19th century novels. Learners will consider the effects created in extracts and how writers craft their texts to achieve this. During this topic, learners will practise applying these skills to a range of unseen texts in order to promote their independent critical reading skills.</p>	<p>HT2 – Unseen Non-Fiction</p> <p>Learners will learn to respond to unseen non-fiction extracts, such as newspaper and magazine articles, speeches and autobiographies. Learners will use skills of language and structure analysis, as well as evaluation skills, in order to consider how writers craft their texts for effect. Learners will explore writers' perspectives and intentions, considering in depth what a writer was trying to achieve, and evaluating their success at this.</p>	<p>HT2 – 19th Century Novel</p> <p>Learners will read the full 19th Century novel that they will study for their English Literature Paper 2. They will learn to analyse extracts to explore how writers use language to create effect, as well as considering how key themes, characters and ideas are presented in the novel as a whole.</p>
Assessment and Exams		
<p>Term 1: HT1: <i>Macbeth</i> exam</p> <p>Term 2: HT1: Poetry exam</p> <p>Term 3: HT1: Imaginative and Transactional Writing exams</p>	<p>HT2: Unseen 19th Century Literature exam</p> <p>HT2: Non-fiction Reading exam</p> <p>HT2: 19th Century Novel exam</p>	

Year 9 – Maths		
Term One	Term Two	Term Three
HT1 Number: Ratio and Proportion (5 weeks) <ul style="list-style-type: none"> ➤ Use ratio notation and the principles of simplification with ratios. ➤ Divide quantities and measures into given ratios. ➤ Understand and apply the unitary method to proportion. ➤ Understand and use the relationship between ratio, proportion, fractions and percentages. Algebra: Graphs and Equations (5 weeks) <ul style="list-style-type: none"> ➤ Understand that to be able to plot a graph, substitution into an equation takes place. ➤ Identify vertical, horizontal and diagonal lines by their equations. ➤ Explore different ways of solving mathematical equations. 	HT1 Algebra: Equations – Forming and Solving (3 weeks) <ul style="list-style-type: none"> ➤ Continued from previous HT Geometry: Angles (3 weeks) <ul style="list-style-type: none"> ➤ Understand and apply angle rules to differing geometric problems, including parallel lines. ➤ Draw and measure angles accurately, using a protractor. ➤ Use and apply bearings to geometric problems. ➤ Describe and draw shapes accurately using elevations. 	HT1 Pupils will start GCSE Bridging Content Number: Learners will study: <ul style="list-style-type: none"> ➤ Operations with decimals. ➤ Using multiplication facts ➤ Rounding and estimating ➤ Convert, compare and order FDP's ➤ Calculator skills ➤ Prime factor decomposition ➤ HCF and LCM ➤ Combinations ➤ Basic indices ➤ Reciprocals
HT2 Number: Proportional Reasoning (3 weeks) <ul style="list-style-type: none"> ➤ Develop sense of proportion and apply to concepts of recipes, currency conversion and best value. ➤ Use scale factors for length, extending to area and volume, and find lengths on similar shapes. ➤ Formalise proportion understanding to abstract examples using the constant of proportionality. Algebra: Equations – Forming and Solving (2 weeks) <ul style="list-style-type: none"> ➤ Reinforce basic algebra skills and solving equations in applied contexts. ➤ Understand how to simulate different context using algebra ➤ Link shape properties and understanding to algebraic methods. 	HT2 Geometry: Angles (2 weeks) <ul style="list-style-type: none"> ➤ Continued from previous HT Geometry: Constructions (4 weeks) <ul style="list-style-type: none"> ➤ Understanding how to use mathematical equipment to make accurate drawings. ➤ Explore the different ways in which triangles and some quadrilaterals can be constructed. ➤ Understand the notation in which angles and shapes are written. 	HT2 Learners will study: <ul style="list-style-type: none"> ➤ Surds ➤ Fractions ➤ Percentages ➤ Percentage Change ➤ Growth/Decay ➤ Standard Form
Assessment and Exams		
<p>At the end of each topic learners will complete an end of unit assessment to determine progress against the criteria of each unit.</p> <p>Learners will complete termly assessments on content covered to date including basic skills.</p> <p>In Year 9 Exam Week learners will complete a GCSE Foundation Paper.</p>		

Year 9 – Science		
Term One	Term Two	Term Three
<p>HT1 Rate of reaction Learners will use a range of investigative techniques to find out how different factors affect the rate of reaction and why.</p> <p>Cells Learners will look at the two main types of unicellular organisms; prokaryotes and eukaryotes. Learners will also investigate the processes diffusion, osmosis and active transport.</p> <p>Static electricity Learners will use a range of investigative techniques to understand what causes static electricity.</p>	<p>HT1 Radiation Learners will look at the dangers of ionising radiation and explore how radioactive sources have been put to good use. Learners will also investigate how the half-life determines the safety of a radioactive sample.</p> <p>Energy changes Learners will investigate what happens during an endothermic and exothermic reaction using experiment techniques.</p> <p>Hormones Learners will investigate the role of the reflex arc and its vital role in our survival. Learners will also investigate two types of diabetes.</p>	<p>HT1 Photosynthesis Learners will describe what happens during photosynthesis and how the plant uses the product glucose.</p> <p>Chemical patterns Learners will investigate what happens during oxidation and displacement reactions.</p> <p>Microbial growth Learners will use a range of aseptic techniques to look at preventing bacterial spread and growth.</p>
<p>HT2 Waves Learners will use a range of investigative techniques to understand how to measure waves on water and ropes and understand wave models.</p> <p>Digestion Learners will look into detail at the role of each organ involved in digestion and how it is adapted to its function. Learners will explore the role of enzymes and how they aid digestion.</p>	<p>HT2 Plant cell organisation Learners will look at two transport tissues in plants; xylem and phloem. Learners will also investigate the processes of transpiration and translocation.</p> <p>Forces Learners will use a range of investigative techniques to investigate Hooke's law, momentum, pressure, speed and acceleration.</p> <p>The Periodic table Learners will use a range of investigative techniques to understand how the periodic table uses physical properties and patterns in atomic structure to arrange the elements.</p>	<p>HT2 Bonding Learners will learn about the different types of bonding; metallic, covalent and ionic.</p> <p>Inheritance Learners will look at the structure of the genetic code and look at how genetic diseases are inherited.</p> <p>Electricity usage Learners will explore the how to calculate the efficiency of different machines and how to represent this using Sankey diagrams.</p>
Assessment and Exams		
<p>Learners will be assessed each half-term on the knowledge and skills learned throughout the topics.</p>		

Year 9 – MFL French		
Term One	Term Two	Term Three
HT1 French: Studio 2 Module 3: Mon identité – My ID Learners will build on their prior learning on the topic of personal information. They will learn to use reflexive verbs to talk about their relationships. Learners will know how to agree, disagree and give opinions on music and bands. They will revise how to apply the near future tense in order to talk about their opinions on fashion and clothes. This will culminate in a presentation, using the past, present and future tenses about themselves and their passions and interests.	HT1 French: Studio 2 Module 5: Quel Talent! This module takes the familiar concept of a TV talent show to encourage learners to discuss their talents and ambitions. Learners will know how to use the verbs 'devoir' and 'pouvoir' + the infinitive to be able to say what they must and can do to succeed. Learners will also know how to use the imperative in order to tell people what not to do. When talking about the different judges, learners will further develop their use of descriptive language and use a wide range of adjectives to describe different types of personality.	HT1 French: Studio 3 Module 2: Bien dans sa peau Learners will know the vocabulary for different parts of the body. They will learn about different types of sport and use 'il faut' to describe the rules. Learners will discuss healthy lifestyles and the importance of maintaining a balanced diet. Learners will practice using the 'near' future tense to discuss resolutions and make plans to get fit. Learners will use two tenses in order to compare different levels of fitness. They will choose international sports personality to describe.
HT2 French: Studio 2 Module 4 : Chez-moi, chez toi Learners will begin to use the conditional tense to describe where they would like to live, using 'Je voudrais habiter'. They will confidently use prepositions of place to describe their homes. Learners will develop their confidence when discussing meal and understand when to apply <i>du, de la, des and d'</i> with reference to food and drink. They will also discuss what food to buy to make crêpes. This will lead to a cultural conversation about shared festivals and holidays, such as pancake day. Learners will consider the similarities, but also not the differences in ways that similar customs are celebrated. They will then use the near future to describe an upcoming event.	HT2 French: Studio 3 Module 1 : Ma vie sociale d'ado Learners will use the verbs 'avoir' and 'être' to develop descriptions of themselves. They will discuss social media platforms, such as Facebook using the present tense and give their opinions on social media and develop their justifications. Learners will take part in a dialogue, asking someone out. They will contrast the present tense with the perfect tense in order to describe a date in the past. Learners will describe a music event and find out about music festivals around the world.	HT2 French: Studio 3 Module 3: A l'horizon Learners will consider what they wish to do in the future, looking at a range of different employment options using the future tense. Learners will discuss the merits of learning a language and consider the implications for future opportunities, using 'on peut' to describe what you can do. Learners will practice using a range of regular verbs to discuss what is involved in a working day. Learners will understand where to use masculine and feminine nouns to state their own ambitions.
Assessment and Exams		
Term 1: HT1: Reading assessment –Mon identité Term 2: HT1: Writing/speaking – Quel talent! Term 3: HT1: Listening assessment – Bein dans sa peau		HT 2: Listening assessment – Chez moi, chez toi HT 2: Reading assessment – Ma vie Sociale d'ado HT2: Writing/speaking – A l'horizon

Year 9 – MFL Spanish		
Term One	Term Two	Term Three
<p>HT1 Spanish: ¡Viva! 2: Módulo 4 ¿Qué hacemos? What do we do? Learners will be able to make arrangements to go out, using the conditional tense (Me gustaría + the infinitive). They will also be taught how to make excuses if they do not wish to go out by using the verbs 'querer' to want and 'poder' to be able. Learners will use reflexive verbs to discuss their preparation for a night out and describe what they want to wear. Learners will be encouraged to use three tenses to describe sporting events and provide a range of opinions and justifications.</p>	<p>HT1 Spanish: ¡Viva! 3: Módulo 1 Somos así – The way we are Learners will develop the topic of personal information and be able to discuss their likes and dislikes. Grammar focus will be on the present tense of the verb 'ser'. Learners will discuss a range of different activities that they do on different days of the week using adverbs of frequency. Learners will discuss the cinema and describe the genres of film they enjoy, stating how regularly they visit the cinema. They will also discuss plans for how they intend to celebrate their next birthdays using the 'near future' tense.</p>	<p>HT1 Spanish: ¡Viva! 3: Módulo 3 En forma – Get in to shape Learners will discuss their lifestyles and decide whether they are healthy. They will discuss mealtimes and how regularly they eat. They will also use negatives to say what they do not eat. Learners will be able to talk about sports and activities they do and communicate their preferences. They will use reflexive verbs to discuss their routines. Learners will be able to describe ailments, say what is wrong with them, and describe a range of health problems.</p>
<p>HT2 Spanish: ¡Viva! 2: Módulo 5 Operación Verano - Holidays Learners will be able to describe a holiday home and say why they prefer certain houses. They will be able to describe location and use the comparative. Learners will know how to talk about holiday activities and use the superlative. Learners will ask for and give directions and be shown how to use the imperative Learners will also discuss summer camps and use three tenses together to describe holidays in the past, present and future,</p>	<p>HT2 Spanish: ¡Viva! 3: Módulo 2 ¡Oriéntate!- Direct yourself Learners will discuss different types of jobs and discuss the world of work. They will give their opinions about jobs and justify their opinions with reasons. Learners will use the conditional tenses to discuss ideal jobs and say why they would be suited to doing particular jobs. Learners will use the preterite tense to describe what they did yesterday and contrast with the present tense to describe a typical day in work.</p>	<p>HT2 Spanish: ¡Viva! 3: Módulo 4 Jóvenes en acción – Young people in action Learners will discuss other people using a range of adjectives and talk about other people's lives using the he/she/it form of the verb. Learners will consider their rights as a child and talk about what they can and can't do, using the verb Poder (to be able) Learners will talk about transport and use the comparative to discuss the merits of different types of transport and describe how they will travel about in the future. This will lead to discussion about the environment and charity work and what they do to help.</p>
Assessment and Exams		
<p>Term 1: HT1: Reading assessment –¿Qué hacemos? Term 2: HT1: Writing/speaking – Somos así Term 3: HT1: Listening assessment – En Forma</p>		<p>HT 2: Listening assessment – Operación Verano HT 2: Reading assessment – ¡Oriéntate! HT2: Writing/speaking – Jóvenes en acción</p>

Year 9 – Geography		
Term One	Term Two	Term Three
<p>HT1 How does the global economy work?</p> <p>Learners will follow a dollar on a journey around the world to explore how the global economy is interconnected through trade, technology and communication. They will reflect how their own purchases affect people in other countries in a globalised world and why the cost of labour varies worldwide.</p> <p>Learners engage in a Decision-Making Exercise where they develop their geographical skills deciding on the best site for a business based on location factors.</p>	<p>HT1 Learners will commence their GCSE (OCR-B). GCSE Topic: Sustaining Ecosystems</p> <p>Learners are going to study the global distribution of biomes and their characteristics.</p> <p>Learners will subsequently conduct an in depth study of the biodiversity that exists in tropical rainforests and polar regions using examples from three case studies:</p> <ul style="list-style-type: none"> • Eco-lodges in Ecuador • Union Glacier, Antarctica • Antarctic Treaty 	<p>HT1 GCSE Topic: Urban Futures</p> <p>Learners are going to study what the challenges and opportunities for cities are today and how they can be made more sustainable through two case studies:</p> <ul style="list-style-type: none"> • One city in an Emerging-Developing Country: Mumbai in India • One city in an Advanced-Country: Manchester, in the United Kingdom
<p>HT2</p> <p>Learners will continue to work on the SoW: How does the global economy work?</p> <p>Why is Africa a unique continent?</p> <p>Learners engage in a race across the continent of Africa where they take on map reading challenges to find the quickest route without air travel. On their journey they learn about physical and human geographical aspects of the continent.</p>	<p>HT2 GCSE Topic: Urban Futures</p> <p>Learners are going to explore why, and consider how the global pattern of urbanisation is changing. They will study how urban growth rates vary in parts of the world with contrasting levels of development.</p> <p>Learners will study the causes and consequences of rapid urban growth in LIDCs. They will study contrasting urban trends in ACs.</p>	<p>HT2 GCSE Topic 3: Distinctive Landscapes –</p> <p>Learners are going to explore the study the distribution of upland, lowland and glaciated landscapes in the UK. Learners will then study the geomorphic processes that are involved in shaping those landscapes. Thereafter, they will study the formation of river landforms.</p> <ul style="list-style-type: none"> • Case Study – River Tees
Assessment and Exams		
<p>The classwork and homework of learners will be regularly assessed to check the level of understanding and use of geographical skills. Assessment points will be held every half term which will consist of knowledge based tests and extended geographical writing. Formal exams will be held with learners at appropriate points in the academic year to build exam success.</p>		

Year 9 – History – September 2020		
Term One	Term Two	Term Three
HT1 Suffragettes and the fight for the vote Learners will investigate the role the Suffragettes played in the fight for the vote. Using contemporary sources we will look at attitudes towards the Suffragettes at the time and analyse how successful they actually were.	HT1 The Second World War Learners will investigate why the world went to war again in 1939. Was Hitler to blame for the outbreak of war? What were the turning points in the conflict and why were the British and her allies victorious?	HT1 Was the atom bomb justified? Learners will investigate the US decision in 1945 to drop the world's first atom bomb on Japan. This action ended the Second World War but was this justified? How did the atom bomb change the history of the world?
HT2 Rise of the Dictators Learners will investigate the revolutionary new ideas that shaped the world in the 20 th Century. Why did dictatorships take hold in Europe after the First World War? What impact might this have on the chances for peace?	HT2 The Holocaust in Europe Learners will investigate the long history of anti-Semitism in Europe and how the context of the war led to the Holocaust. Why do such events happen, who is to blame and how should they be remembered in schools?	HT2 Changing Britain Learners will investigate how life in Britain has changed since 1945. How has our work, culture and technology changed? What rights have we gained and how has our health and medicine changed? How has the 20 th Century shaped the world we see around us now?
Assessment and Exams		
The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. A formal exam will be held with learners in exam conditions at least once in the academic year.		

Year 9 – Art		
Term One	Term Two	Term Three
<p>HT1 –Graphic Art Learners will be introduced to an Illustrator, Hattie Stewart a professional doodler whose technique has appeared on the covers of Sunday times, GQ Style and Stylist magazines.</p> <p>Learners will gather source materials to create a visual mood board and research page based on Hattie. Learners will use ICT to gather facts and information about the illustrator and put their findings into their own words. Learners will annotate and give a meaningful opinions about her work enhancing their literacy skills.</p> <p>Learners will produce artist's studies and symbolism and perspective will be explored.</p> <p>Links to Pop art artists Roy Lichtenstein and Andy Warhol will be explored and links to their works will be discussed and explored.</p> <p>Learners will take collect imagery from magazines linking and inspired by Hattie. These photographs will be developed into art work similar to Hattie Stewart's style.</p>	<p>HT3 – Conceptual Art Learners will be introduced to a visual artist, Michael-Craig Martin who focuses his works on everyday household objects.</p> <p>Learners will gather source materials to create a visual mood board and research page based on MCM. Learners will use ICT to gather facts and information about the artist and put their findings into their own words. Learners will annotate and give a meaningful opinions about his work enhancing their literacy skills.</p> <p>Learners will produce artist's studies and photography skills such as viewpoints will be explored.</p> <p>Drawing techniques such as line drawing, opposite hand drawing will be explored.</p> <p>Learners will take photographs linking and inspired by MCM using their own personal everyday household objects from home. These photographs will be developed into art work next half term.</p>	<p>HT5 – Architecture Learners will be introduced to UK based artist, Ian Murphy who shows a passion for journeys within his art work.</p> <p>Learners will gather source materials to create a visual mood board and research page based on Murphy. Learners will use ICT to gather facts and information about the artist and put their findings into their own words. Learners will annotate and give a meaningful opinion about his work enhancing their literacy skills.</p> <p>Learners will produce artist's studies and photography skills such as viewpoints will be re-capped.</p> <p>Drawing and mixed media techniques will be explored using pen, graphite and collage.</p> <p>Learners will take photographs linking and inspired by Murphy in their surroundings such as; churches and buildings. These photographs will be developed into art work next half term.</p>
<p>HT2 - Pop Art</p> <p>A range of media and processes are to be used to develop ideas. Collage, Montage, experimenting with concentric shapes.</p> <p>A personal response will be developed following sketchbook work and experimentation to conclude their project.</p>	<p>HT4 – Conceptual Art</p> <p>A range of media and processes are to be used to develop ideas. Painting, print making and poly printing techniques will be introduced.</p> <p>A personal response will be developed following sketchbook work and experimentation to conclude their project.</p>	<p>HT6 – Architecture</p> <p>A range of media and processes are to be used to develop ideas. Graphite, chalk, pen, mixed media and ink will be used to create personal responses.</p>
Assessment and Exams		
<p>On-going progress is recorded based on sketchbook work and other supportive drawings, designs and models. Learners have two lessons of art a fortnight. They are formally assessed and are giving a level each half-term but formative assessment is given in every lesson. Learners also have a spelling test each unit of work. All schemes will be delivered following the GCSE structure including all four assessment objectives.</p>		

Year 9 – Computing/Business/ICT		
Term One	Term Two	Term Three
HT1: Strand 2 HTML Learners will learn what HTML is and what it is used for. They will use HTML tags using a text editor to create a page that can be viewed in a browser as well as editing the HTML code and viewing the changes in a browser. They will also know how CSS is used to style webpages and websites and will learn how to create a consistent look and feel throughout a website with well-formatted content, including text and images, to each page	HT1: Enterprise and Entrepreneurship Part 1: Learners will learn what the term entrepreneur means and the reasons why and how business ideas come about. They will learn about risks and rewards that entrepreneurs face and why entrepreneurs are important to the economy.	HT1: Learners will begin to look at the practical requirements of the Level 2 ICT qualifications. They will look at spreadsheets and how they can use this to import and manipulate data for a specific need. They will use a range of formula, create charts and create pivot tables. They will also create security on their spreadsheet by adding passwords.
H2:Strand2: Introduction to Python: Turtle Programming and Algorithms During this term, learners look at some examples of algorithms, including how they use iteration and selection to achieve specific tasks. They construct their own algorithms using Python to create geometric shapes.	HT2: Enterprise and Entrepreneurship Part 2: Learners will go onto learn about the difference between a good and service as well as the 4 customer needs of Price, Choice, Quality and Convenience. They will also learn the way in which business can add value and the importance of added value.	HT2: Strand 5: Learners will continue looking at the practical requirements of the Level 2 ICT qualification by creating a Multimedia Presentation for a project of their choice with 6 slides, each containing heading images, and bullet pointed text. They will transitions between the slides, animations on the slides and at least one video and one sound file
U		
Professional Website created using a set criteria Teacher Assessment of Programming Skills	Multiple Choice Assessment Unit 1.1 Enterprise & Entrepreneurship Written Assessment	Teacher Assessment from OCR Level 2 mark scheme

Strand 1: Computational Thinking Strand 2: Programming Strand 3: Data Representation
Strand 4: Computers Strand 5: Networking Strand 6: Information Technology & Digital Literacy

Year 9 BTEC Dance		
Term One	Term Two	Term Three
<p>HT1 Component 2: Developing Skills and Techniques in the Performing Arts (Dance) Learners will develop skills and techniques for performance from an existing dance work and apply skills and techniques in rehearsal and performance Dance style:- Urban- into you They will actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline you are exploring. Learners will demonstrate an organised and highly self-disciplined approach to all sessions. In theory learners will examine professional practitioners' performance work and learn about dance safe practice.</p>	<p>HT1 Component 2: Developing Skills and Techniques in the Performing Arts (Dance) Learners will Apply skills and techniques in rehearsal and performance in the dance style of Contemporary-Swansong by Christopher Bruce. They are to actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline they are exploring. They will start to complete dance production preparation and use mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve their performance. In theory they will study Swansong by Christopher Bruce and examine a professional practitioners' performance work.</p>	<p>HT1 Component 2: Developing Skills and Techniques in the Performing Arts (Dance) Learners will Apply skills and techniques in rehearsal and performance and develop their choreography skills in Contemporary dance. They will actively engage with all rehearsals and workshops, making an effort to improve their own performance by using skills appropriate to the style and discipline they are exploring but will focus more on choreography skills. Learners will use their log books to help them effectively develop their own skills and techniques and they will then apply feedback and respond to direction in a consistently positive manner.</p>
<p>HT2 Component 2: Developing Skills and Techniques in the Performing Arts (Dance) This term learners will study the dance style Contemporary and learn a set study Learners will review their own development and performance. They will produce a log Book to help them effectively develop their own skills and techniques and will apply feedback and respond to direction in a consistently positive manner. In theory learners will learn about safe practice in the dance studio and nutrition and healthy eating.</p>	<p>HT2 Component 2: Developing Skills and Techniques in the Performing Arts (Dance) This term they will study the Dance style of Jazz and Musical Theatre. Learners will actively engage with all rehearsals and workshops, making an effort to improve their own performance by using skills appropriate to the style and discipline they are exploring. They will use their Log Book to help them effectively develop their own skills and techniques which will to successfully communicate the dance intentions. In theory they will study Swansong by Christopher Bruce and examine a professional practitioners' performance work.</p>	<p>HT2 Component 2: Developing Skills and Techniques in the Performing Arts (Dance) Learners will perform in a Jazz style. They are to actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline you are exploring In theory lessons learners will complete an idea log, skills log and evaluation log of their ongoing component 2 work.</p>
Assessment and Exams		
<p>Autumn Term End Oct – Practical assessment 1 Dec Component 2 assessment End Feb – Practical assessment 2 Year 9mock exam week Component 2 assessment Lesson by lesson Internal self and peer assessment and ongoing review/ logbook 1st Week in April – Dance production- filmed live performance solo/ duo/ choreography</p>		

Year 9 – Drama		
Term One	Term Two	Term Three
<p>HT1 Teechers Learners explore the text Teechers by John Godber. They will understand the Brechtian style and how drama was devalued during the 1980s. Whitehall is a fictional school whom the playwright once worked at and establishes the diverse attitudes of educationalists and class divide in this political, comedy style of theatre.</p> <p>Reading opportunities: Teechers play-text. Other Godber plays include Bouncers, Up and Under.</p> <p>Exploration of workshops</p>	<p>HT1 Crime and Gang Culture Using documentary verbatim process drama, learners are transported back to 2007. They explore the tragic killing of Rhys Jones and the case studies surrounding the tragedy. They explore empathy and character to develop a strong narrative through devising drama with influence from Augusto Boal and Theatre in Education.</p> <p>Reading opportunities: Internet articles, poems, news reports, court case notes.</p> <p>Exploration of workshops to develop skills.</p>	<p>HT1 Practitioners Learners take part in a variety of workshop style lessons such as Frantic Assembly physical theatre, Stephen Berkoff, Bertolt Brecht and Artaud. This enables them to utilise devising drama in the style of key practitioners.</p> <p>Reading opportunities: Caucasian Chalk Circle Bertolt Brecht. Metamorphosis – Berkoff.</p> <p>Multiple choice test assessment based on knowledge of practitioners through practical workshops.</p>
<p>HT2 Teechers - performance Learners continue to explore the text of Teechers and work towards a final performance in groups focusing on their specific artistic intentions.</p> <p>Scripted assessment completed practically and feedback sheet given to learners.</p> <p>Reading opportunities: Teechers play-text. Lighting, sound, stage design books from the library.</p> <p>Written skills Learners understand how to analyse costume, staging, lighting design and acting skills creatively through practical skills.</p> <p>Learners complete a written assessment</p>	<p>HT2 Curious Incident of the Dog in the Night-Time Learners explore key extracts of this iconic Frantic Assembly text. The key theme of autism is explored and learners have the opportunity to see the world through the mind of Christopher Boon.</p> <p>Reading opportunities exploration: Web articles, videos of performance, Curious Incident of the Dog in the Night-Time by Mark Haddon.</p> <p>Physical theatre assessment and feedback given to learners.</p>	<p>HT2 Devising Drama from stimuli Learners devise a final piece of drama which consolidates all of the skills learnt from years 7-9 into a final performance. The stimuli change annually and include a quote, song, picture and literary quote. They must devise this in the style of a key practitioner.</p> <p>Reading opportunities: Will be decided from the stimuli each year.</p> <p>Exploration of workshops to develop skills.</p>
Assessment and Exams		
<p>Learners are practically assessed as outlined on the topics. They have one written assessment per academic year.</p>		

Year 9 – Food and Nutrition & Food and Nutrition		
Term One	Term Two	Term Three
<p>HT1 Graphics Learners will be introduced to single point perspective. This project will allow learners to draw items with a vanishing point using a single perspective on the horizon.</p> <p>Learners will progress onto perspective drawing of fonts and shading which will enhance the work they completed in year 8.</p>	<p>HT1 Graphics Learners will use this HT to consolidate the drawing skills that they have picked up of the first term to apply this to everyday objects. Learners will use a mixture of isometric paper, 1,2 and 3 point perspective. This will allow the learners to branch out into wider design industry areas. Learners will also be able to use these skills to improve their NEA if they decide to choose DT for an option in years 10 and 11.</p>	<p>HT1 During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> • Why food is cooked and how heat is transferred to food. • Selection of appropriate cooking methods. • Functional and chemical properties of food.
<p>HT2 Graphics Learners will progress to 2 point perspective which creates a more accurate viewpoint. Learners will be introduced to 2 vanishing points on the horizon and will use this to firstly work on cuboids before drawing more intricate shapes such as lettering and eventually a street scene.</p> <p>Learners will eventually move onto 3 point perspective and will use this to create a final image of a house/ city scape. This is intended on giving the learners a glimpse into industry and more specifically urban design.</p>	<p>HT2 During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> • Functions and sources of the main nutrients. • Current healthy eating guidelines. • Vegetarian choices, nut allergies, wheat intolerance, lactose intolerance. • Making informed choices for a varied and balanced diet. • Diet, nutrition and health. 	<p>HT2 During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> • Carbohydrates - gelatinisation / dextrinization / caramelisation. • Protein – denaturation / coagulation / gluten formation / foam formation. • Fats – shortening / aeration / plasticity / emulsification.
Assessment and Exams		
<ul style="list-style-type: none"> • On-going assessment of practical skills. • End of module assessments. 		

Year 9 - Music		
Term One	Term Two	Term Three
<p>HT1 Film Music</p> <p>Learners will learn about famous film themes and how film music matches the visuals to create the appropriate atmosphere. Learners will compose their own character themes for characters that they have created.</p> <p>Pop Research Learners will research specifically into the famous artists who have adapted their style over the years. They will create and perform a presentation.</p>	<p>HT1 Band Musicianship</p> <p>Learners will learn about the different instruments used in popular music and they will get into groups and perform as a band.</p>	<p>HT1 Composition</p> <p>Learners will be given a stimuli and compose their own piece of music in groups or solo using a range of instruments.</p>
<p>HT2 Ukulele Unit</p> <p>Learners will focus on their ensemble skills, working with ukuleles. They will develop their reading of tablature and learn to use their musical ear to tune.</p>	<p>HT2 Live sound</p> <p>Learners use what musical equipment is used in a live setting, learning how to connect the equipment together and achieve a balanced sound.</p> <p>Pop Research Learners will research specifically into the famous artists who have adapted their style over the years. They will create and perform a presentation.</p>	<p>HT2 Radio Show</p> <p>Learners work as a whole class to create a radio show featuring live performances and appropriate music beds for different segments of the show.</p>
Assessment and Exams		
Learners will be assessed on an ongoing basis throughout the year, particularly on their use of vocabulary and on their listening skills.		

Year 9 – PE – September 2020		
Term One	Term Two	Term Three
HT1 Subject: Sports Psychology Unit Title: Character Learners will experience difficult decision making opportunities, strategic scenarios and problems solving activities that will need teamwork, leadership and skills to overcome. They will understand the notion of sportsmanship and through independent learning tasks will support others during difficult situations. Learners will be more confident when performing in all situations. They will become key players and leaders showing resilience and will not give up on a task or activity. Covid Safe Sports- Cooper Run Fitness Baseline, Singles Badminton, Track Athletics, Fitness	HT1 Subject: Leadership Unit Title: Communication Learners will understand the primary rules, fundamental skills, and tactical problems associated with each sporting category and will become literate in a variety of games, activities and sports and develop an understanding and competency of the skills and tactics associated with playing traditional sports. They will also develop their communication and leadership skills throughout this activity block linking in with the core competency of communication. Covid Safe Sports - Basketball, Handball, Football (drills, skills, 5 a side only)	HT1 Subject: Decision Making Unit Title: Critical Thinking Learners will develop a range of cricket skills in isolation, which also have transferable qualities to other striking and fielding sports such as rounders and softball. All learners will understand the rules and regulations of all track and field events and be able to coach and support one another. Learners will take an active role within lessons to be independent learners to help improve further. Covid Safe Sports- Striking and Fielding, Track and Field Athletics
HT2 Subject: Health and Fitness Unit Title: Citizenship Learners will gain an understanding of different methods of training and how they relate to different sports. Learners will complete a different fitness activity each lesson and be able to link to methods of training. They will be able to plan and deliver fitness activities to a group of students/the full class. Learners will see an improvement in their own physical fitness ability as this cycle of work develops. Covid Safe Sports- Futsal, High jump, Basketball,, Trampolining (drills, skills, 5 a side only)	HT2 Subject: Coaching Unit Title: Collaboration Learners will develop a range of skills required in Volleyball, such as the different shots and understand how and when best to perform them. Learners will be able to apply these shots into a competitive situation, through also recognises the rules and regulations of Sport. Learners will take an active role within lessons to be independent learners to help improve further Covid Safe Sports- Rugby (drills, skills, 5 a side only), Sports Ed ,Volleyball	HT2 Subject: Performance Unit Title: Creativity Learners will take an active role within lessons to be independent learners to help improve further. They will evaluate tactics and strategies and analyse decisions that influence gameplay and will be able to demonstrate my performance and show a range of skills in a competitive situation. Covid Safe Sports- Striking and Fielding, Track and Field Athletics
Assessment and Exams		
The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held at the end of each 6 lesson block before the rotation of activities.		