

Year 9 Spring Curriculum Newsletter



English: Year 9

Strand A

What did Year 9 focus on in the Autumn term? To Kill a Mockingbird

Big Question: How did the novel challenge views at the time of writing?

- Where does racism in America come from historically?
- What was The Great Depression?
- How does your history inform who you are?
- What kind of father is Atticus?
- How does a court work?
- Why is the novel told from Scout's POV?
- How does the text effect its readers?

What do Year 9 focus on in the Spring Term? Frankenstein by Mary Shelley

Big Question: How did the novel challenge views at the time of writing?

- Who was Mary Shelley and what was it like for women in her time?
- What is the Prometheus myth and how does it link to the text?
- How is the atmosphere created through characters and setting?
- Explore the links between characters and context
- How is the relationship between Victor and The Monster presented?
- What, How, Why analysis
- How do characters develop throughout the text?

What are the success criteria for this topic?

- To be able to identify key information
- To be able to analyse and evaluate a fiction text
- To create a response to an exam style task that links content and context
- To create a narrative to an exam style task

Strand B

How do Year 9 students develop their writing skills? Mastery Writing

Big Question: How do I write with accuracy and effect?

- Correct use prepositional and temporal clauses
- Correct use of tenses
- Verbs for effect
- Correct use of conditionals
- Writing against a statement
- Writing an argumentative essay

Strand C

How do Year 9 students develop their reading skills? Reading for Pleasure

Big Question: How is inequality presented through a text?

- In what ways is Candy presented as an outsider?
- How is the character of Curley's wife presented?
- In what ways is she seen to be an outsider?
- How are the characters feelings presented?

What are the success criteria for this strand?

- Identify key features of texts
- Understand the idea of characterization
- Explore how the reader is made to feel

Mathematics: Spring term Year 9 curriculum

What Year 9s will be covering this term (pathway 1):

Patterns

Investigate Fibonacci numbers

Investigate Fibonacci type sequences

Explore quadratic sequences

Solving equations and inequalities

Explore the meaning of an inequality

Solve linear inequalities

Calculating space

Solve problems involving arcs and sectors

Solve problems involving prisms

Investigate right-angled triangles

Solve problems involving Pythagoras' theorem

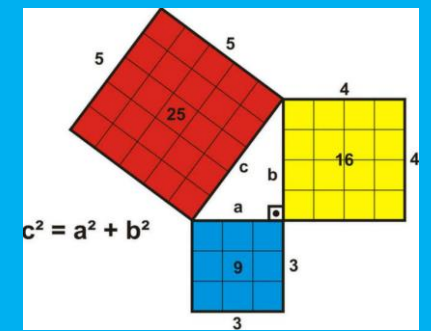
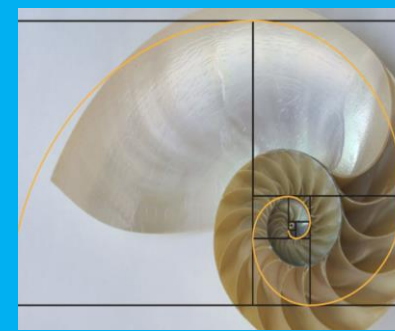
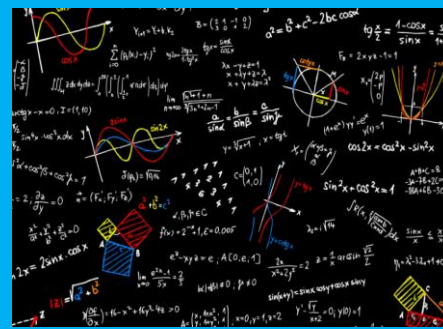
Conjecturing

Explore the congruence of triangles

Investigate geometrical situations

Form conjectures

Create a mathematical proof



What is the success criteria for the topic? (What is the knowledge that needs to stick?)

Patterns: Know the meaning of a quadratic sequence

Solving equations and inequalities: Know how to represent an inequality on a number line

Calculating space: Know the definitions of arc, sector, tangent and segment; Know Pythagoras' theorem

Conjecturing: Know the conditions for congruent triangles

Questions you could ask at home to prompt discussion on what your child is learning:

How can we recognise a Fibonacci sequence?

How can we recognise a quadratic sequence?

Can you explain the meaning of the four inequality symbols?

Can you describe the steps to solve an inequality with unknowns on both sides and brackets?

Where on a circle is an arc? Where on a circle is a sector? Where on a circle is a segment?

What is Pythagoras theorem? When can it be used and for what purpose?

Can you explain the criteria for triangles to be congruent?

Key vocabulary:

Term, term-to-term rule, position-to-term rule, nth term, generate, linear, quadratic, first (second) difference, Fibonacci number, Fibonacci sequence, (linear) inequality, unknown, manipulate, solve, solution set, integer

circle, Pi, radius, diameter, chord, circumference, arc, tangent, sector, segment, (right) prism, cylinder, cross-section, hypotenuse, Pythagoras' theorem, congruent, congruence, similar (shapes), similarity, hypotenuse, conjecture, derive, prove, proof, counterexample

Mathematics: Spring term Year 9 curriculum

What Year 9s will be covering this term (pathway 2):

Fractions, decimals and percentages

Explore links between fractions, decimals and percentages

Proportional reasoning

Explore the uses of ratio

Investigate the connection between ratio and proportion

Solve problems involving proportional reasoning

Solve problems involving compound units

Patterns

Explore sequences

Investigating angles

Develop knowledge of angles

Explore geometrical situations involving parallel lines

Calculating fractions, decimals and percentages

Calculate with fractions

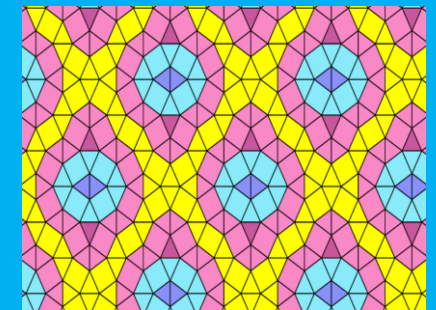
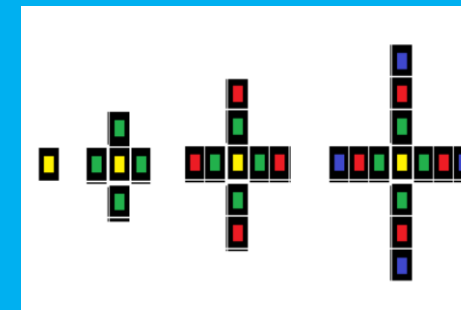
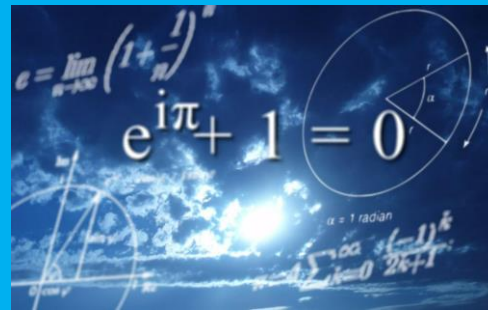
Calculate with percentages

Solving equations and inequalities

Solve linear equations with the unknown on one side

Solve linear equations with the unknown on both sides

Explore connections between graphs and equations



What is the success criteria for the topic? (What is the knowledge that needs to stick?)

Fractions, decimals and percentages: Know percentage and decimal equivalents for fractions with a denominator of 3, 5, 8 and 10

Proportional reasoning: Know how to solve ratio problems involving mixing, comparison and concentrations

Patterns: Know how to find the nth term of a linear sequence

Investigating angles: Know how to identify alternate angles; Know how to identify corresponding angles; Know how to find the angle sum of any polygon

Calculating fractions, decimals and percentages: Know how to solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics

Solving equations and inequalities: Know how to solve linear equations

Questions you could ask at home to prompt discussion on what your child is learning:

Can you recall fraction, decimal and percentage equivalents to tenths, fifths, eighths, thirds and quarters?

Can you explain the connections between ratios and fractions?

How can we recognise a linear sequence?

How can we recognise a pair of alternate angles? How can we recognise a pair of corresponding angles?

What is the decimal multiplier for a 10% increase? What is the decimal multiplier for a 10% decrease?

Can you show me an equation involving brackets with a solution of 8?

Key vocabulary:

Fraction, mixed number, percentage, decimal, proportion, terminating, recurring, simplify, cancel, ratio, proportion, multiplier, sequence, linear, term, difference, term-to-term rule, position-to-term rule, ascending, descending, degrees, right angle, acute angle, obtuse angle, reflex angle, vertically opposite, parallel, alternate angles, corresponding angles, interior angle, exterior angle, regular polygon, proper fraction, improper fraction, percentage change, simple interest, equation, operation, solve, solution, brackets, graph, point of intersection

Mathematics: Spring term Year 9 curriculum

What Year 9s will be covering this term (pathway 3):

Fractions, decimals and percentages

Understand and use top-heavy fractions
Understand the meaning of 'percentage'
Explore links between fractions and percentages

Proportional reasoning

Understand and use ratio notation
Solve problems that involve dividing in a ratio

Patterns

Investigate number patterns
Explore number sequences
Explore sequences

Measuring space

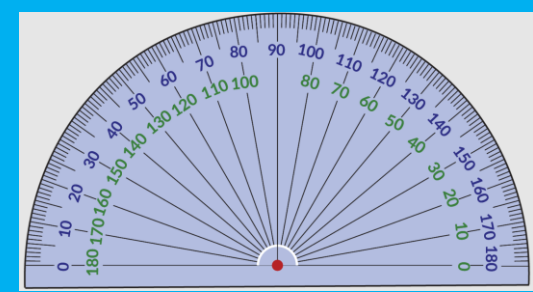
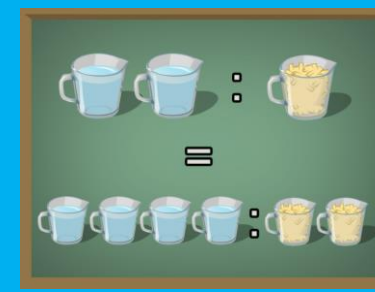
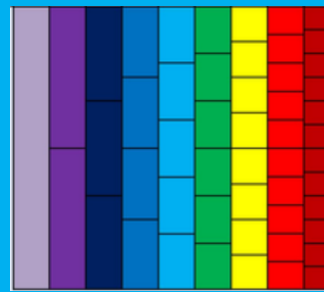
Measure accurately
Convert between measures
Solve problems involving measurement

Investigating angles

Investigate and apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles

Calculating fractions, decimals and percentages

Calculate with fractions
Calculate with percentages



What is the success criteria for the topic? (What is the knowledge that needs to stick?)

Fractions, decimals and percentages: Know that 'percentage' means number of parts per hundred

Proportional reasoning: Know how to divide a quantity into two parts in a given ratio

Patterns: Know how to recognise and describe linear sequences

Measuring space: Know how to convert between units of length, mass, volume, capacity, time and money

Investigating angles: Know how to identify and find vertically opposite angles: Know how to identify and find angles at a point; Know how to identify and find angles at a point on a straight line

Calculating fractions, decimals and percentages: Know how to add, subtract, multiply and divide with fractions and mixed numbers; Know how to solve problems involving percentage change using a multiplier

Questions you could ask at home to prompt discussion on what your child is learning:

1/10 is the same proportion as 10%. Is 1/5 the same proportion as 5%?

How would I share £20 in the ratio 3:2?

How can we recognise a linear sequence?

Can you show me a different way of describing 3.5km? And another? And another?

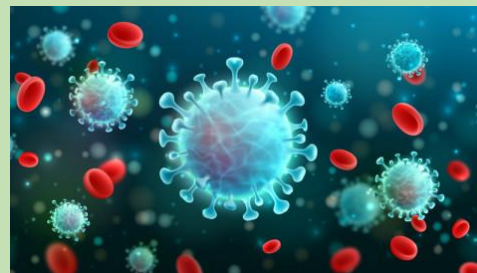
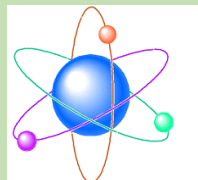
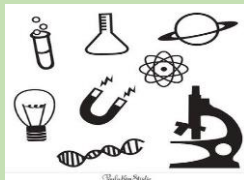
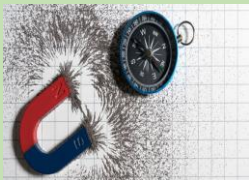
How can we recognise vertically opposite angles? What is the angle sum of angles at a point? What is the angle sum of angles at a point on a straight line?

Can you explain how to add/subtract/multiply/divide fractions with different denominators?

Key vocabulary:

Fraction, Improper fraction, Proper fraction, Vulgar fraction, Top-heavy fraction, Percentage, Proportion, Ratio, Compare, Simplify, Common factor, Cancel, Lowest terms, Pattern, Sequence, Linear, Term, Term-to-term rule, Ascending, Descending, Length, distance, Mass, weight, Volume, Capacity, Metre, centimetre, millimetre, Tonne, kilogram, gram, milligram Litre, millilitre Hour, minute, second Inch, foot, yard Pound, ounce Pint, gallon Line segment, Angle, Degrees, Right angle, Acute angle, Obtuse angle, Reflex angle, Protractor, Vertically opposite, Mixed number, Equivalent fraction, Multiplier, Increase, decrease

Science: Spring term Year 9 curriculum



What Year 9s have covered so far:

Chemistry (Atomic Structure)

- Can we draw the structure of the atom including position of electrons, neutrons and protons?
- What is an ion and why atoms need to lose/gain electrons?
- Understand how the model of the atom has developed over time, changing as technology evolves.

Biology (Cells)

- Name and describe the various organelles within a plant, animal and bacterial cell.
- Using a microscope successfully to view cells clearly and complete anatomical drawings?

Physics (Energy)

- What are the various energy stores that exist such as gravitational and kinetic?
- Can we use mathematical equations to calculate the amount of energy stored in a system?
- Understanding how heat is transferred through a system by conduction, convection and radiation?

What the success criteria is for the topic (What students need to know and be able to do):

- Identify gross anatomy of the digestive system and explain the role of enzymes and how they work as catalysts in the body.
- Identify gross anatomy of the heart and lungs, analysing how their structure is suitable to their function.
- Evaluate certain lifestyle choices explaining how they can negatively impact on our health.
- Understand how the electrons are used in ionic and covalent bonding, giving examples by drawing dot and cross diagrams.
- Be able to link the structure of ionic, covalent and metallic compounds with their properties.
- Be confident in using mathematical equations to calculate density of various objects.
- Be able to explain density in terms of atoms.
- Be able to describe the particle model of solids, liquid and gases, emphasising their differences.

What Year 9s will be covering this term:

Biology (Organisation)

- Using dissection to study the anatomy of the digestive system and the role of enzymes in the breakdown of our food.
- The anatomy of the lungs and the heart and how they're adapted for their function.
- Health implications of non-communicable diseases such as heart disease and cancer.

Chemistry (Bonding)

- The differences between ionic, covalent and metallic bonding and what happens to the electrons during this process.
- What are the properties of ionic, covalent & metallic substances?

Physics (Particle model of matter and internal energy)

- What is density and how can we calculate the density of a regular and irregular shaped object, using mathematical equations.
- How are the atoms arranged in a solid, liquid and a gas and what happens to them during melting and evaporation.
- Investigate internal energy and latent heat using data from practical work.

Questions you could ask at home to prompt discussion on what your child is learning:

- Can you explain what's happening when ice melts or when the kettle boils?
- Discuss density to try and understand why stones will sink in water but ships can float
- Discuss the journey food takes through your digestive system after having your favourite meal.
- Why can't babies eat solid food straight away? Don't they have a digestive system?
- How do our heart and lungs work and why do we need to breathe?

Key terminology:

Organ, tissue, cell, system, enzyme, substrate, product, denature, pH, soluble, insoluble, ion, charge, electron, covalent, free electrons, conductor, lattice, electrostatic forces, solid, liquid, gas, latent heat, density, mass, volume,



Key ideas:

Development Gap
Favelas
Poverty
Mega Cities
Erosion
Deposition
Beach Management



Erosion
Deposition
Coastal processes
Coastal management
Differences between
coastal and river processes

Big Questions:

Would you rather
live in Lagos or Rio?

Why can't we have
sandy beaches in
Britain?

Development Gap

Poverty

Favelas

Human and Physical
problems

HISTORY



Big Questions:

Why wasn't the
Holocaust stopped?

How did World War
II change the
world?

Persecution
Anti-Semitism
Nazism
Fascism

Key ideas:

Total War
Persecution
Genocide
Anti-Semitism

Total War
Turning Points
Evacuation

Big Questions:

What do
Christians
believe?

How do you
make an ethical
decision?

Christianity
Trinity
Creation
Incarnation
Resurrection
Afterlife
Heaven and Hell
Sin and Salvation



Key ideas:

Trinity
Salvation
Resurrection
Ethical decisions

Ethics;
Ethical Theories
Fertility and IVF
Surrogacy
Genetic Engineering
Designer Babies
Organ Donation



French: Spring term Year 9 curriculum



What Year 9s have covered so far:

Topic Big Question – How do we describe a special day in French?

- What happens during traditional Francophone festivals such as Bastille Day?
- How do we say which traditional festivals we would like to visit and give a reason?
- Why does the colour come after the object?
- When do we add the plural ending on adjectives such as colours and why?
- What is the verb 'to wear' in present, past, and future tense?
- How can we use connectives to advance our speaking and writing?

What the success criteria is for the topic (What students need to know and be able to do):

- Confidently introduce themselves in French including name, age, where they live, birthday
- Say what you used to want to do in the past and compare this to what you would like to do now
- Be able to use both types of future tense
- Demonstrate accurate pronunciation of the key vocabulary through regular practice
- Listen to the vocabulary in context and be able to recognise the meaning and form
- Begin to spontaneously produce language both in the written and spoken form

What Year 9s will be covering this term:

Topic Big Question – How do we talk about childhood dreams and plans for the future?

- What is the imperfect tense and how is it different from the past tense
- What are past tense time phrases?
- How do we use two or more tenses in the same sentence?
- What does a negative look like in French and how can we apply it?
- How many job opportunities are available with French in the future? Could you work in France?
- What are the two types of future tense and how do we recognise them both?

Questions you could ask at home to prompt discussion on what your child is learning:

- How many adjectives do you know in French?
- Can you count to 20 in French? Let's practise
- Comment t'appelles-tu?
- Quel âge as-tu?
- Où habites-tu?
- Qu'est-ce que tu faisais dans le passé? (what did you used to do in the past?)
- Qu'est-ce que tu voudrais faire maintenant? (what would you like to do now?)
- How do you say 'I used to play', 'I used to do', and 'I used to go'?
- What is an infinitive verb?
- Make up a sentence from the attached sentence builders in English for students to translate either from memory or looking at the sentence builder. Example target language structure:

When I was younger I used to do swimming everyday but not anymore. In the past I used to want to be a hair dresser but now I want to be a lawyer. When I finish my studies I'm going to be a teacher because I think I am hard-working.

Key terminology:

Please see attached copy of sentence builder for all vocabulary

Quand j'etais plus jeune
(when I was young)

Pendant mon enfance
(during my childhood)

Dans le passé (in the past)

Avant (before)

Quand j'avais 8 ans (when I was 8)

je jouais au foot (I used to play football)

je jouais au basket (I used to play basketball)

je jouais avec des jouets (I used to play with toys)

je jouais dans le jardin (I used to play in the garden)

je jouais avec des jeux vidéo (I used to play video games)

ja faisais de la natation (I used to do swimming)

je faisais l'equitation (I used to do horse-riding)

je jouais de la guitare (I used to play the guitar)

je jouais de la flûte (I used to play the flute)

j'allais au cours de danse (I used to go to dance classes)

j'allais au cours de japonais (I used to go to Japanese classes)

je faisais du vélo (I used to ride my bike)

je voulais être chef (I used to want to be a cook)

je voulais être coiffeur (I used to want to be a hairdresser)

je voulais être vétérinaire (I used to want to be a vet)



tous les jours (every day)

chaque semaine (every week)

chaque mois (every month)

deux fois par semaine (twice a week)

trois fois par mois (three times a month)

souvent (often)

mais plus maintenant (but not any more)

mais pas maintenant (but not now)

mais maintenant j'ai d'autres intérêts (but now I have other interests)

mais maintenant je fais mes devoirs (but now I do my homework)

mais maintenant je passe du temps avec mes amis (but now I spend time with my friends)

mais maintenant je veux être avocat (but now I want to be a lawyer)

Dans le futur (In the future)

Quand je terminerai mes études (when I finish my studies)

Quand je serai grand (When I'm older)

je veux être (I want to be)

je voudrais être (I would like to be)

je vais être (I am going to be)

chanteur/chanteuse (a singer)

policier/policière (a police officer)

conducteur de taxi (a taxi driver)

mécanicien/mécanicienne (a mechanic)

infirmier/infirmière (a nurse)

dessinateur/dessinatrice (a designer)

journaliste (a journalist)

avocat/avocate (a lawyer)

professeur/professeure (a teacher)

secrétaire (a secretary)

vétérinaire (a vet)

assistant/e des ventes (a sales assistant)

parce que je crois que je suis (because I think I am)

parce que à mon avis je suis (because in my opinion I am)

parce que je suis (because I am)

parce que je suis très (because I am very)

parce que je suis un peu (because I am a bit)

parce que je suis assez (because I am quite)

ambitieux (ambitious)

responsable (responsible)

indépendant/indépendante (independent)

pratique (practical)

patient/patiente (patient)

créatif/créative (creative)

sociable (sociable)

intelligent/intelligente (intelligent)

sérieux/sérieuse (serious)

organisé/organisée (organised)

travailleur/travailleuse (hardworking)



Spanish: Spring term Year 9 curriculum



What Year 9s have covered so far:

Topic Big Question – How do we describe a special day in Spanish?

- What happens during traditional Francophone festivals such as Day of the Dead?
- How do we say which traditional festivals we would like to visit and give a reason?
- Why does the colour come after the object?
- When do we add the plural ending on adjectives such as colours and why?
- What is the verb 'to wear' in present, past, and future tense?
- How can we use connectives to advance our speaking and writing?

What the success criteria is for the topic (What students need to know and be able to do):

- Confidently introduce themselves in Spanish including name, age, where they live, birthday
- Say what you used to want to do in the past and compare this to what you would like to do now
- Be able to use both types of future tense
- Demonstrate accurate pronunciation of the key vocabulary through regular practise
- Listen to the vocabulary in context and be able to recognise the meaning and form
- Begin to spontaneously produce language both in the written and spoken form

What Year 9s will be covering this term:

Topic Big Question – How do we talk about childhood dreams and plans for the future?

- What is the imperfect tense and how is it different from the past tense
- What are past tense time phrases?
- How do we use two or more tenses in the same sentence?
- What does a negative look like in Spanish and how can we apply it?
- How many job opportunities are available with Spanish in the future? Could you work in Spain or Latin America?
- What are the two types of future tense and how do we recognise them both?

Questions you could ask at home to prompt discussion on what your child is learning:

- How many adjectives do you know in Spanish?
- Can you count to 30 in Spanish? Let's practise
- ¿Cómo te llamas?
- ¿Cuántos años tienes?
- ¿Dónde vives?
- ¿Qué hacías en el pasado?(what did you used to do in the past?)
- ¿Qué te gustaría hacer ahora? (what would you like to do now?)
- How do you say 'I used to play', 'I used to do', and 'I used to go'?
- What is an infinitive verb?
- Make up a sentence from the attached sentence builders in English for students to translate either from memory or looking at the sentence builder. Example target language structure:

When I was younger I used to do swimming everyday but not anymore. In the past I used to want to be a hair dresser but now I want to be a lawyer. When I finish my studies I'm going to be a teacher because I think I am hard-working.

Key terminology:

Please see attached copy of sentence builder for all vocabulary

Cuando era joven (when I was young)
Durante mi niñez (during my childhood)
En el pasado (in the past)
Antes (before)
Cuando tenía ocho años (when I was 8)

jugaba al fútbol (I used to play football)
jugaba al baloncesto (I used to play basketball)
jugaba con juguetes (I used to play with toys)
jugaba en el jardín (I used to play in the garden)
jugaba con los videojuegos (I used to play video games)
hacía natación (I used to do swimming)
hacía equitación (I used to do horse-riding)
tocaba la guitarra (I used to play the guitar)
tocaba la flauta (I used to play the flute)
iba a clases de baile (I used to go to dance classes)
iba a clases de japonés (I used to go to Japanese classes)
montaba en bici (I used to ride my bike)
quería ser concinero (I used to want to be a cook)
quería ser peluquero (I used to want to be a hairdresser)
quería ser veterinario (I used to want to be a vet)

todos los días (every day)
todas las semanas (every week)
todos los meses (every month)
dos veces a la semana (twice a week)
tres veces al mes (three times a month)
a menudo (often)

pero ya no (but not any more)
pero ahora no (but not now)
pero ahora tengo otros intereses (but now I have other interests)
pero ahora hago mis deberes (but now I do my homework)
pero ahora paso tiempo con mis amigos (but now I spend time with my friends)

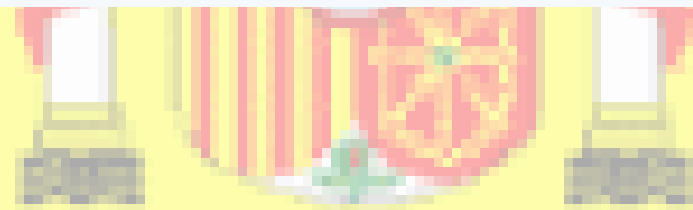
En el futuro (In the future)
Cuando termino mis estudios (when I finish my studies)
Cuando sea mayor (When I'm older)

quiero ser (I want to be)
me gustaría ser (I would like to be)
voy a ser (I am going to be)

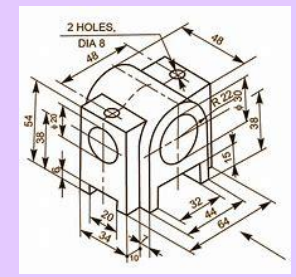
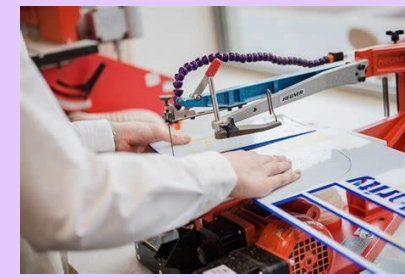
cantante (a singer)
policía (a policeman)
taxista (a taxi driver)
mecánico (a mechanic)
enfermero (a nurse)
diseñador (a designer)
periodista (a journalist)
abogado (a lawyer)
profesor (a teacher)
secretario (a secretary)
veterinario (a vet)
dependiente (a sales assistant)

porque creo que soy (because I think I am)
porque en mi opinión soy (because in my opinion I am)
porque soy (because I am)
porque soy muy (because I am very)
porque soy un poco (because I am a bit)
porque soy bastante (because I am quite)

ambicioso (ambitious)
responsable (responsible)
independiente (independent)
práctico (practical)
paciente (patient)
creativo (creative)
sociable (sociable)
inteligente (intelligent)
serio (serious)
organizado (organised)
trabajador (hardworking)



Design Technology: Spring term Year 9 curriculum



What Year 9s have covered so far:

Topic Big Question – How can research into design styles, anthropometrics and the client influence designs?

- Identifying elements from existing chair design styles in history
- Creating their own chair designs to a brief using their research as inspiration

Topic Big Question – application of practical skills

- Marking out, cutting, drilling and joining wood to create a lamp base

What Year 9s will be covering this term:

Topic Big Question – How can prototypes, presentations and client feedback improve designs?

- Creating prototype models of their chair designs

Topic Big Question – what materials and processes can be used in the design of their lamp

- Investigation of materials and properties

Key terminology:

Prototype, model, present, client, evaluation

What the success criteria is for the topic (What students need to know and be able to do):

- Produce an accurate model of their chair design
- Critically reflect on the design of their chair and that of others
- Begin to prepare a presentation board of their design
- Investigate material properties and processes
- Make reasoned decisions on the materials and processes they will use in their lamp design

Questions you could ask at home to prompt discussion on what your child is learning:

- Every man-made product has been designed and made in some way. Look at everyday products that you use and discuss what elements have been designed well and what elements could have been better

Making Food Choices: Spring Term Year 9

Curriculum



What Year 9's have covered so far:

Topic Big Question – How does the Eat Well Guide and the nutrient groups support a healthy lifestyle?

- Through theory and practical work students explored the below topics and learnt about:
 - Dietary needs of children and young people.
 - The principle of energy balance and physical activity.
 - Dietary related health issues.
 - Using the hob, frying, boiling, simmering, using carbohydrates.
 - Knife skills.

What Year 9's will be covering this term:

Topic Big Question – Why do some groups have special dietary needs?

Through theory and practical lessons students will explore:

- Special diets – food allergens, food intolerances.
- Religious and cultural needs, ethics.
- Food guidance and quality.
- Range of cooking methods and characteristics of ingredients.
- Using the oven, baking techniques.

Key terminology:

Macronutrients, Micronutrients, Carbohydrates, Fibre, Protein, Fats, Vitamins and Minerals, Water, Religious needs, Cultural needs, Ethics,

What the success criteria is for the topic (What students need to know and be able to do):

- Knowledge and understanding of food, diet and health.
- Pupils will extend food preparation and cooking techniques.
- Pupils will extend their knowledge of food provenance and consumer information.
- Pupils will extend and apply their knowledge of consumer food and drink choice.
- Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.

Questions you could ask at home to prompt discussion on what your child is learning:

- Learning to cook as a youngster is incredibly important and valuable for the rest of your life – how have you developed your skills?
- What are the functions of the nutrients in the human body?
- How do social circumstances impact on peoples dietary needs and choices?
- Practice washing up.

YR9 Art and Design Term 3 and 4

For Term 3 and 4 our Year 9 students will begin a new project called 'Our Town', we will reflect on the places we live in and learn how these places can resonate personal and meaningful connections.

We will investigate ideas about our town through mixed media, applying mixed media enables students to combine different materials and techniques and its popular amongst professional Artists.

Students are welcome to bring in their own materials, everything and anything from drawing, painting, printing, and collaging can be practiced.



Music: Spring term Year 9 curriculum



What Year 9s have covered so far:

Topic Big Question – How can I become a more independent musician?

- When was Soul Music popular?
- Can you play a bass line, chord structure or melody as part of an ensemble?
- What are the main sections of a piece of popular music?
- Can you explain the following elements of music?
Texture, tempo, silence, rhythm, dynamics, structure
- Ensemble means to play 'as one' even when working with others
- Can you listen to and play rhythms together as part of a class ensemble?
- What are the three spirits of the djembe?
- What does improvising mean?

What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:

Listening skills are the most important part of being a musician:

- Can you play the melody, chord structure or bass line of 'Stand by Me' accurately?
- What three sharps do you need to play in A major?
- What is a riff?
- What are the three different sounds you can play on a djembe?
- Can you improvise a rhythm pattern on the djembe confidently?
- When would you hear African music being played?
- Can you lead the ensemble as the master drummer?
- Are you confident working independently as part of an ensemble?

What Year 9s will be covering this term:

Topic Big Questions – How do I follow the structure of a piece of jazz music?

- When was swing jazz music popular?
- What is another name of the 'head' in jazz music?
- Can you play the melody and extended chords from 'Minor Swing'?
- Can you perform the extended structure including an improvised section?
- **Topic Big Questions – How do you rehearse in an ensemble effectively?**
- Can you successfully choose your own piece of popular music to perform?
- Do you work well in a team?
- Can you play your own part independently?
- What instruments are usually heard in popular music?

What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:

- What is the overall structure of 'Minor Swing'?
- What is an extended chord?
- Can you work out the notes in the extended chords?
- Can you use interesting rhythm patterns as part of your improvisation?
- What is the standard structure of a piece of popular music?
- How many chords do you find in most pop songs?
- What are the challenges of choosing your own piece of music and creating a performance?
- What is your favourite piece of popular music at the moment?

Key terminology:

Texture, tempo, silence, dynamics, structure, pitch, rhythm, trumpet, trombone, saxophone, ensemble, scale, improvising, percussion instruments (West African djembe)

Popular Song instruments (bass guitar, electric guitar, drum kit, keyboard, voice), introduction, verse, chorus, extended chord, head, coda



Year 9 Drama Spring Term

LEARNT PREVIOUSLY

Past topics studied this year –

Arts Award – Visiting an Arts Venue and writing about event they saw there. Sharing this with another person and recording this sharing.

Physical Theatre – Students have studied a new style of theatre that involves using more physicality in the performances. They have learnt the concepts that are involved in this style of theatre. They have learnt to create objects using their bodies only. They have studied two texts, one called 'Metamorphosis' that involved them using exaggerated mime, repetition and choral vocal work. The other was 'Hansel and Gretel' where they had to play grotesque characters and create the world that the children are walking through.

Please ask them about these previous topics.

TOPIC 1 THIS TERM

Exploring Verbatim Theatre –

It's style – using the actual words of the people involved in the event or topic that the play is on.

The process – how a Verbatim play is produced from the beginning of it's creation to the end performance.

It's purpose – to highlight the actual story of those involved, exposing feelings of real people involved in real-life events.

Practical exploration of a Verbatim play text 'Too Much Punch for Judy' which was written by Mark Wheeller for teenagers.

They will look at different scenes and how different styles and techniques of Drama are used in this play, e.g. physical theatre, naturalism and overlapping text.

Things to discuss – What is Verbatim Theatre? What skills are used in this style of theatre? What is the process used by practitioners to create a Verbatim play?

TOPIC 2 THIS TERM

Creating Verbatim theatre –

Using the knowledge that the pupils have gained in the last half-term, they will now be creating a piece of Verbatim Theatre of their own.

We will choose a topic as a class and then they will be researching and interviewing people involved with this event/topic.

Pupils will then create a group piece of Verbatim Theatre using a similar process to what they learnt in the first half term.

The skills that they experience in the play 'Too Much Punch for Judy' will be used to create their own Verbatim play.

They will then perform this to the rest of the class.

Things to discuss – What topic are you using for your Verbatim play? What character are you playing? What techniques are you using in your play? What are you using for the setting of your play? How are your rehearsals going? How did your performance go?



ICT: Spring term Year 9 curriculum



What Year 9s have covered so far:

Topic Big Question – How do Neale-Wade students compare with national trends in terms of their use of IT?

Understanding Columns/ Rows (add, delete, edit, widths, heights)

Formatting (Backgrounds, fonts, borders)

Being able to use arithmetic operators (+,-,/,x)

Understanding and using basic formula (sum, average, max, min)

Creating charts (time series, cross section data, formatting, labels and titles)

Interpreting charts (using %, justifying decision making)

What the success criteria is for the topic (What students need to know and be able to do):

Be able to identify different tools (selection tools, image adjustment tools, retouching tools)

Be able to explain the methodology needed in order to use a tool.

To effectively use the identified tools to retouch images provided by the teacher.

To be able to interpret a client brief and source appropriate images.

To decide which tools are the most appropriate to combine a number of images together in order to create a final image.

What Year 9s will be covering this term:

Topic Big Question – How can Photoshop be used to edit images to make them more suitable for a particular use?

The skills covered in this topic include:

Importing images into Photoshop,

Managing layers, Use of filters, Use of brightness and contrast, cropping, layer masks, spot heal tool, clone stamp tool, patch tool, adding text to an image, merging layers.

Questions you could ask at home to prompt discussion on what your child is learning:

1. Name three different selection tools that could be used in Photoshop.

2. What are the keyboard shortcuts for:

1. Transform

2. Copy

3. Paste

4. Deselect

3. What is meant by the term aspect ratio and how can we ensure this is maintained when resizing images?

Key terminology: Canvas, Layer, Transform, Aspect ratio. Filter, Masks.



PE: Spring term 1 Year 9 curriculum



What Year 9s will be covering this term:

Football

Stage 1: Basic passing and receiving the ball with control. Dribbling around objects/defenders. Body positioning.

Stage 2: Receiving the ball and controlling with first touch on the move. Using all parts of the foot to dribble around objects/defenders. Defending 1v1 in conditioned practices.

Stage 3: Exploring a variety of ways to pass the ball and multiple ways to control the ball when receiving. Striking the ball when shooting focusing on accuracy.

Dance

Stage 1: How to warm up effectively in dance. Learn set choreography in the style of Street- develop own choreography in a group to build on the learnt motif.

Badminton

Stage 1: Basic grip of the racket. The technique of the backhand serve and the rules that run alongside it. How to keep score when officiating a game.

Stage 2: Underarm serve technique. The overhead clear technique and the development of power (aiming toward the back of the court).

Fitness

Stage 1: The fitness tests and methods of training for the following components of fitness (coordination, balance, aerobic endurance & agility). Measuring heart rate and understanding training zones.

Stage 2: Exploring the correct sprint technique to develop anaerobic fitness. Activities to develop balance and coordination (use tests from stage 1 to measure) Explore 4 ways to develop agility.

Stage 3: Investigating the difference between aerobic and anaerobic fitness. Complete and explore different types of circuit training sessions. Looking at the different types of training zones and what they develop. Exploring strength component of fitness.

What is the success criteria for the topic? (What is the knowledge that needs to stick?)

Football: Controlling the ball when passing and receiving. Able to dribble the ball confidently with their strongest foot. Demonstrate the technique when striking the ball toward the goal.

Dance: Replicate the taught choreography, some movements may still lack control. Contributes a few ideas into a group piece.

Badminton: Demonstrates the technique of the backhand serve in conditioned practices. Can participate in a rally with a partner. Able to keep score of a competitive game.

Fitness: Can participate in fitness tests and know how to set them up. Can measure own heart rate and explain the short-term effects of exercise.

Questions you could ask at home to prompt discussion on what your child is learning:

- What happens to the body when you exercise?
- What part of the foot is used when passing the ball in football?
- What are the rules when serving in badminton?
- How many counts are there usually in a phrase of movements in dance?
- How do you measure your heart rate?
- What are the key points when dribbling?

Key vocabulary:

Instep, dribble, pass, technique, power, continuous, endurance, aerobic, agility, coordination, balance, choreography, motif, control, receive, officiate, interval, action.

9N/PE1 - Football (Stage 3), Fitness (Stage 2)
9N/PE2 -Football (Stage 2), Badminton (Stage 1)
9N/PE3 -Football (Stage 2), Dance (Stage 1)
9N/PE4 -Football (Stage 2), Dance (Stage 1)
9N/PE5 - Football (Stage 1), Fitness (Stage 1)

9W/PE1 - Football (Stage 3), Fitness (Stage 3)
9W/PE2 -Football (Stage 2), Badminton (Stage 2)
9W/PE3 -Football (Stage 2), Dance (Stage 1)
9W/PE4 -Football (Stage 2), Dance (Stage 1)
9W/PE5 - Fitness (Stage 1) Football (Stage 1)

PE: Spring term 2 Year 9 curriculum

What Year 9s will be covering this term:

OAA (Outdoor Adventurous Activities)

Stage 1: Icebreaker activities to develop communication skills. Team building tasks to develop trust and teamwork.

Fitness

Stage 1: The fitness tests and methods of training for the following components of fitness (coordination, balance, aerobic endurance & agility). Measuring heart rate and understanding training zones.

Stage 2: Exploring the correct sprint technique to develop anaerobic fitness. Activities to develop balance and coordination (use tests from stage 1 to measure) Explore 4 ways to develop agility.

Stage 3: Investigating the difference between aerobic and anaerobic fitness. Complete and explore different types of circuit training sessions. Looking at the different types of training zones and what they develop. Exploring strength component of fitness.

Gymnastics

Stage 1: individual and paired balances, focusing on core strength and stability. Development of basic shapes and jumps (pike, straddle and tuck). Linking balances and jumps together into a sequence using locomotion.

Stage 2: Creating pyramids/towers (assisted). Incorporating equipment to increase the difficulty. Using canon, unison and formations between each group balance. Explore how to apply extension and control to a performance to make it aesthetically pleasing to the audience.

Basketball

Stage 1: Chest, bounce and shoulder (overhead/javelin) pass in isolation. Dribbling with dominant hand and awareness of basic rules such as no contact to arms/hands when opponent is in possession of the ball.

Stage 2: exploring movement and timing with the 3 passes, changing direction/speed when dribbling. Close range shooting with little pressure.

Stage 3: Using both hands when dribbling and developing the defensive stance. Breaking down the lay-up in isolation.

Handball

Stage 1: technique for the 3 passes (chest, bounce, shoulder). 3 step rule and shooting at close range. Basic positioning during competitive games.

Stage 2: Exploring the best situation to select the appropriate pass. Incorporating the dribble when moving with the ball (using the dominant hand) Understanding the rules and consequences of contact during play.

Badminton

Stage 1: Basic grip of the racket. The technique of the backhand serve and the rules that run alongside it. How to keep score when officiating a game.

Stage 2: Underarm serve technique. The overhead clear technique and the development of power (aiming toward the back of the court).



What is the success criteria for the topic? (What is the knowledge that needs to stick?)

OAA: Can communicate well with others, regardless of whether they are peers but still needs support. Has developed some trust with peers and can work well in a team.

Fitness: Can participate in fitness tests and know how to set them up. Can measure own heart rate and explain the short-term effects of exercise.

Gymnastics: Can hold basic and innovative balances for a minimum of 5 seconds. Has control when performing basic locomotive actions.

Basketball: Comfortable completing 2/3 passes, the ball is reaching teammate accurately and with power. Dribbling is becoming more controlled (use of fingertips, ball bouncing to waist height), double dribble and carry violations are becoming less frequent. Showing effort when defending, trying to stay in front of opponent, contact fouls becoming less frequent.

Handball: Can demonstrate the 3 passes with the correct technique. 3 step movement is a smooth transition with a successful pass. Standing shot is accurate. Correct demonstration of blocking technique. Can recall attacking positions with no help and can begin to demonstrate knowledge of roles without assistance.

Badminton: Demonstrates the technique of the backhand/underarm serve in conditioned practices. Can participate in a rally with a partner using an overhead clear. Able to keep score of a competitive game.

Questions you could ask at home to prompt discussion on what your child is learning:

What happens to the body during exercise?

How do you measure heart rate?

What are the teaching points for the bowl in cricket?

When should you use the 3 passes in a handball/basketball game?

Why should a gymnastics routine be aesthetic?

Why do you feel communication skills are beneficial in life?

Key vocabulary:

Locomotion, aesthetic, stability, communication, teamwork, trust, technique, officiate, underarm, positioning, competitive, dominant, possession, heart rate, continuous, interval, components, coordination, balance, agility, dribbling, movement, accuracy

9N/PE1 - Gymnastics (Stage 2) Basketball (Stage 3)
9N/PE2 - Badminton (Stage 1) Gymnastics (Stage 1)
9N/PE3 - OAA (Stage 1) Fitness (Stage 2)
9N/PE4 - OAA (Stage 1) Fitness (Stage 2)
9N/PE5 - Handball (Stage 1) OAA (Stage 1)

9W/PE1 - Gymnastics (Stage 2) Basketball (Stage 2)
9W/PE2 - Badminton (Stage 2) Gymnastics (Stage 1)
9W/PE3 - OAA (Stage 1) Fitness (Stage 3)
9W/PE4 - OAA (Stage 1) Fitness (Stage 3)
9W/PE5 - Handball (Stage 2) OAA (Stage 2)