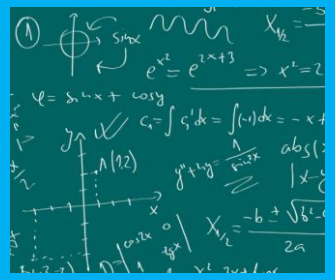
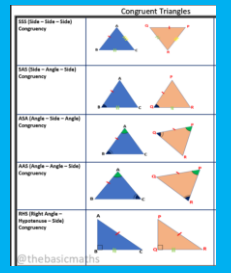
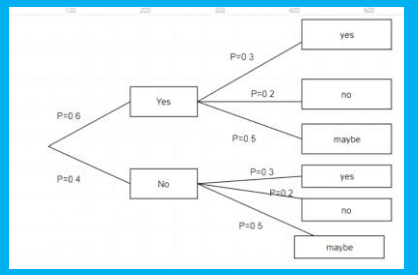
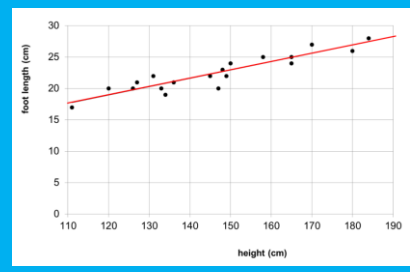
Year 9 Summer Curriculum Newsletter

Mathematics: Summer term Year 9 curriculum









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

Conjecturing

Explore the congruence of triangles
Investigate geometrical situations
Form conjectures
Create a mathematical proof

Algebra: visualising
Investigate features of a straight line graphs
Explore graphs of quadratic functions
Explore graphs of other standard non-linear functions
Create and use graphs of non-standard functions
Solve kinematic problems

Solving equations and inequalities
Solve simultaneous Equations
Use graphs to solve equations
Solve problems involving simultaneous equations

Understanding Risk
Understand and use tree diagrams
Develop understanding of probability in situations involving combined events
Use probability to make predictions

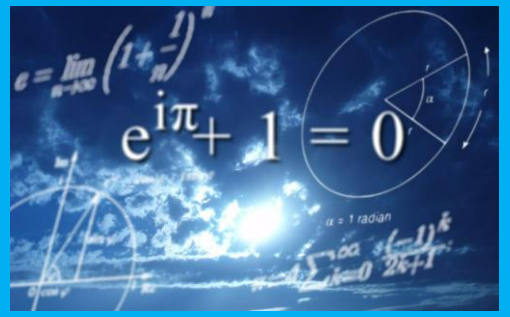
Presentation of data
Construct and interpret graphs of time series
Interpret a range of charts and graphs
Interpret scatter diagrams
Explore correlation

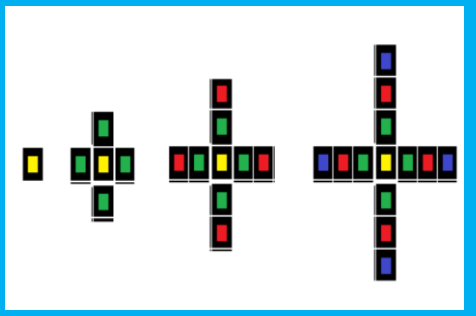
What is the success criteria for the topic? (What is the knowledge that needs to stick?)
Conjecturing: understand congruency and what makes triangles congruent, use know geometrical properties to make further conjectures.
Algebra Visualising: use the general equation for a straight line graph and understand the component parts (y = mx + c), plotting graphs from equations, sketching functions. Use real life graphs
Solving equations and inequalities: solving simultaneous linear equations both algebraically and using graphs, derive simultaneous equations then solve.
Understanding Risk: Create, label and use a tree diagram to work out probabilities of events occurring, use relative frequency as an estimation for theoretical probability
Presentation of Data: Construct and use time series graphs and scatter graphs, know how to use a line of best fit

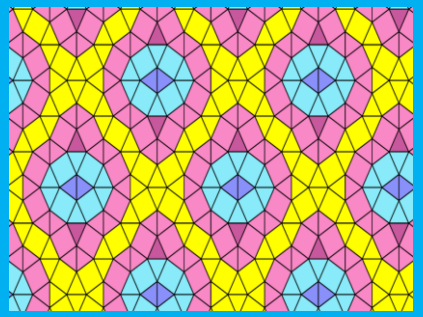
Questions you could ask at home to prompt discussion on what your child is learning:
What does congruency mean?
What is the difference between congruent and similar shapes?
What do the m and c represent in the equation y = mx + c?
How do you work out the gradient of a line?
What happens with the relative frequency as you perform more trials?
What do the branches of a tree diagram add up to?
What does corelation mean?
What are the types of corelation and could you give examples of data that would lead to those types of corelation?

Key vocabulary:
Congruent, Similar, hypotenuse, conjecture, derive, proof, prove, counterexample, Function, equation, linear, non-linear, quadratic, cubic, reciprocal, parabola, asymptote, gradient, y-intercept, x – intercept, root, rate of change, sketch, plot, kinematic, speed, distance time, acceleration, deceleration, Equation, simultaneous equations, variable, manipulate, eliminate, solve, derive, interpret, outcome, equally likely outcomes, event, independent, dependent event, tree diagram, theoretical probability, experimental probability, Random, Bias, unbiased, fair, relative frequency, enumerate, set. Time series, discrete data, continuous data, grouped data, axis, axes, bar chart, scatter graph, bivariate data, corelation, positive, negative, line of best it.

Mathematics: Summer term Year 9 curriculum







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

Calculating Space:
Investigating circles
Discover pi
Solve problems involving circles
Explore prisms and cylinders

Algebra visualising
Plot and interpret linear graphs
Plot and interpret quadratic graphs
Model real situations using linear graphs

Understanding Risk II:
Explore experiments and outcomes
Develop understanding or probability
Use probability to make predictions

Presentation of data:
Explore types of data
Construct and interpret graphs
Select appropriate graphs and charts

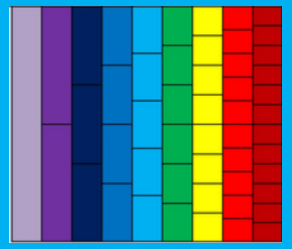
Measuring data
Investigating averages
Explore ways of summarising data
Analyse and compare data sets

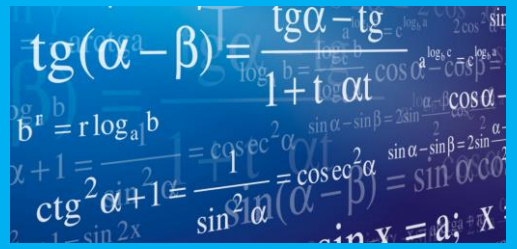
What is the success criteria for the topic? (What is the knowledge that needs to stick?)
Calculating space: Know the parts of the circles, understand the number pi, know and use the formula for the circumference and areas of a circle
Algebra visualising: understand and use the general formula for a straight line graph y = mx + c, understand gradient, know how to find y – intercept, sketch a quadratic curve.
Understanding Risk II: Know how to use a Venn diagram, list outcomes, use frequency trees, work out expected probabilities
Presentation of data: construct and interpret histograms, frequency tables, scatter graphs, understand and use correlation
Measuring data: Find mode, median and midpoint of data, estimate mean from grouped data,

Questions you could ask at home to prompt discussion on what your child is learning:
Name the parts of the circle?
What is the link between the radius and the diameter of a circle?
What are the formulae for the area and circumference of a circle?
Which axes is the x and which is the y axes?
How do you work out the mode, mean, median and range?
What is the difference between a histogram and a bar chart?

Key vocabulary:
Circle, centre, radius, diameter, chord, circumference, Pi, prism, cross-section, cylinder, polygon, solid, plot. Equation, function, formula, linear, coordinate place, gradient, y – intercept, substitute, quadratic, outcome, event, experiment, frequency tree, enumerate, set, Venn diagram, possibility space, simple space, equally likely outcomes, theoretical probability, random, data, discrete continuous data, table, frequency, histogram, scale, axis, scatter graph, bivariate data, correlation, average, spread, consistency, mean, mode, median, range, statistic, approximate, estimate

Mathematics: Summer term Year 9 curriculum





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

Calculating fractions, decimals and percentages
Calculate with fractions
Calculate with percentages

Solving Equations and Inequalities
Solve equations using inverse operations in the correct order
Solve 2 and 3 step equations including using brackets and fractions
Using substation to check the solution to an equation

Calculating space
Use formulae for area and volume
Solve problems involving area
Know the area of a trapezium
Find surface areas

Checking, approximating and estimating
Explore ways of approximating numbers
Explore ways of checking answers

Mathematical Movement
Explore lines on the coordinate grid
Use transformations to move shapes
Describe transformations

Presentation of data
Explore types of data
Construct and interpret graphs
Select appropriate graphs and charts

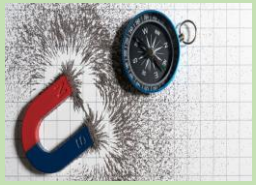
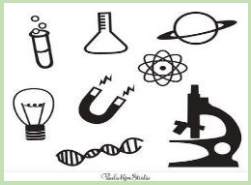
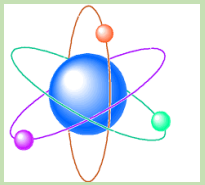
Measuring Data:
Investigate averages
Explore ways of summarising data
Analyse and compare sets of data

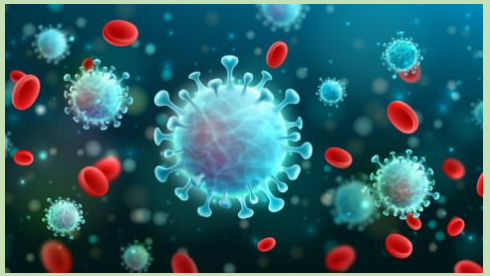
What is the success criteria for the topic? (What is the knowledge that needs to stick?)
Calculating fractions, decimals and percentages: Know how to add, subtract, multiply and divide with fractions and mixed numbers; Know how to solve problems involving percentage change using a multiplier
Solving equations and inequalities: Explore ways of solving equations, solve two-step equations, solve three-step equations.
Calculating Space: develop their knowledge of area, investigate surface area, explore volume
Checking, approximating and estimating: rounding to a given number of decimal places or significant figures, estimate calculations by rounding numbers first.
Mathematical Movement: understand vertical and horizontal lines and their equations, know the line y = x and y = -x, reflect, translate ad rotate a shape.
Presentation of data: Know the types of data, construct pie charts
Measuring data: Know how to find mode, median and range from data including a frequency table

Questions you could ask at home to prompt discussion on what your child is learning:
Can you explain how to add/subtract/multiply/divide fractions with different denominators?
What is meant by an Unknown?
What is BODMAS?
What is the formulae for the area of a trapezium?
What is the difference between volume and surface area of a solid?
What is the biggest difference when rounding to decimal places rather than significant figures?
What is the difference between the mode, range and median?

Key vocabulary:
Algebra, Unknown, equation, operation, solve, solution, brackets, symbol, substitute, perimeter, area, volume, capacity, surface area, square, rectangle, parallelogram, triangle trapezium, polygon, cube, cuboid, formula, formulae, length, breadth, depth, height, width, Coordinates, axis, origin, quadrant, translation, reflection, rotation, transformation, object, image, congruent, mirror line, vector, data, discrete data, pictogram, symbol, key, frequency, frequency table, tally, chart, bar chart, time graph, scale, graph, pie chart, mode, mean, range, average, consistency, measure, consistency

Science: Summer term Year 9 curriculum



What Year 9s have covered so far:

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.

What Year 9s will learn this term:

- **Biology (Infection)**
  - Understanding differences between communicable & non-communicable disease
  - The three different types microbe and investigate how the immune system reacts to those microbes that make us ill (pathogens)
- **Chemistry (Chemical changes)**
  - Making salts from chemical reactions of metals & bases
  - To understand how metals have different reactivities & how we can extract metal from its ore.
- **Physics (Radiation)**
  - Identify the properties of alpha, beta & gamma radiation & their properties.
  - Understand how radioactive chemicals decay and what is meant by half life.

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

- You can describe bacteria, fungi & viruses and know the differences between them
- You can define a pathogen as a microbe that causes disease.
- Be able to describe how the immune system responds to the pathogen to allow us to recover from illness.
- Be able to carry out experiments to successfully extract metals from their compounds.
- Be able to evaluate the metal extraction process, discussing their environmental impact.
- Clearly describe the differences between alpha, beta & gamma radiation including their structure & penetrating power.
- Be able to calculate the half life of different radioactive materials, confidently using graphs to help interpret the data.

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

- Discuss the spread of disease and how it can be prevented, with COVID being an excellent example
- Can you think of other uses of bacteria/fungi? Thinking of the food and brewing industry.
- What are quarries and what is their purpose? Do we need so much metal extracted from the Earth?
- Why do dentists leave the room when they x-ray our teeth? Is radiation bad for our health?
- What happens to radioactive waste from a nuclear power station?

Key terminology:

Microorganism, pathogen, communicable, non-communicable, fermentation, reactivity series, ore, reductions, oxidation, decay, half-life, alpha, beta, gamma, electrons.

GEOGRAPHY

Key ideas:
Hurricanes
Fossil Fuels
Energy management

Big Questions:

Why is the weather so dangerous? Why are we not using more Green power?

Hurricanes
Formation of weather systems
Reliance on oil and fossil fuels
The issues facing environmentally friendly energy

HISTORY

Big Questions:

Can one person change the world?

Did Black Americans achieve their civil rights in the 20th Century?
How did Mandela tear down Apartheid from a prison cell?
How did women find their voices?
How did Jack the Ripper cause change?

Key ideas:
Civil Rights
Apartheid
Female Suffrage
Police
Detection

Big Questions:

How do Christians live their lives?

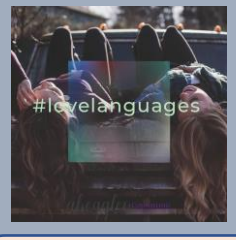
Key ideas:
Sacraments
Pilgrimage
Community

religious studies

- Different types of worship
- Prayer
- 7 Sacraments (focusing on Holy Communion, Baptism and Reconciliation
- Persecution of the Christian faith
- Pilgrimage
- Christian festivals
- Mission of the Church
- Helping the local community
- Helping the worldwide community

SPRING TERM
NEALE WADE HUMANITIES

French: Summer term Year 9 curriculum



What Year 9s have covered so far:

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?

What Year 9s will be covering this term:

Topic Big Question – How do we express feelings about school and school rules?

- How can we give opinions on different school subjects?
- How do we say 'my' and 'your' accurately in French'?
- Why are some school subjects considered 'plural'?
- How do I use comparative in French?
- What do school children in France learn about?
- How do I say what we have to do and are not allowed to do in school?
- How do I express my own opinion on these rules?
- How do I use 'si j'etais' to hypothesise about the future?

Key terminology:

Please see attached copy of sentence builder for all vocabulary

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

VOCAB:

Recognise key vocabulary from the sentence builder

Express feelings on school subjects

Compare school subjects / Describe my school and teachers

Expressing feelings on school rules and justify these opinions

GRAMMAR:

Use a range of opinion phrases

Identify and explain the definite articles 'le', 'la', 'l'

Identify and correctly use the possessive pronouns 'ton' 'ta' 'tes'

Identify and use comparative structures

Identify and produce impersonal structure demonstrating obligation followed by infinitive verb

Demonstrate understanding of adjectival agreement

Identify and produce imperfect 'si j'etais' + conditional verb to hypothesize about situations

PHONICS:

Identify and accurately pronounce the sounds **'an', 'agne', 'ieux', 'u', 'aut', 'er',**

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

- How many school subjects in French can you name?
- How many opinions phrases can you think of?
- What is a comparative in French?
- What is an infinitive verb in French?
- Can you pronounce these words (use forvo.com to check if desired) CEPENDANT/ AMUSANT
- Translate this sentence (and any others created from the two sentence builders) I really like Geography because it's more fun than History

Est-ce que tu aimes (Do you like)

ton collège? (your school?)
tes professeurs? (your teachers?)
le français? (French?)
les maths? (maths?)

J'adore (I love)
J'aime (I like)
J'aime assez (I quite like)
Je n'aime pas (I don't like)
Je déteste (I hate)
Je préfère (I prefer)

le français (French)
le théâtre (drama)
la musique (music)
la technologie (technology)
la géographie (geography)
l'anglais (English)
l'EPS (PE)
l'histoire (history)
l'informatique (IT)
les arts plastiques (art)
les maths (maths)
les sciences (science)

mon collège (my school)

mes compagnes (my classmates)
mes profs (my teachers)

parce que (because)
car (because)
puisque (because)
cependant (however)
mais (but)

c'est plus intéressant que _____ (it's interesting)
c'est plus magnifique que_____ (it's magnificent)
c'est plus util que _____ (it's useful)
c'est mieux que _____ (it's better than)
c'est pire que _____ (it's worse than)
c'est ma matière préférée (it's my favourite subject)

c'est grande (it's big)
il y a beaucoup des espaces vert (there are lots of green spaces)
c'est mieux que mon école (it's better than my primary school)

ils sont sévères (they are strict)
ils sont sympas (they are nice)
ils sont amusants (they are fun)

Ici dans Neale Wade (Here at Neale Wade)
Dans mon collège (In my school)
Pendant les cours (during lessons)

il faut (one must)
il est necesaire (it is necessary)
on doit (we have to)

être à l'heure (be on time)
faire ses devoirs (do your homework)
porter l'uniforme scolaire (wear uniform)
respecter les autres (respect others)

il est interdit de (it is forbidden to)
il ne faut pas (one must not)
on ne peut pas (one cannot)

mâcher du chewing-gum (chew gum)
utiliser son portable en clase (use your phone in class)
porter des bijoux (wear jewellery)
porter des piercings (wear piercings)
fumer (smoke)
jurer (swear)

Je crois que les règles dans mon collége sont (I believe that the rules in my school are)
je pense que les règles dans mon collége sont (I think that the rules in my school are)
Je suis d'accord avec les règles parce qu'elles sont (I agree with the rules because they are)
Je ne suis pas d'accord avec les règles parce qu'elles sont (I disagree with the rules because they are)

justes (fair)
injustes (unfair)
trop sévères (too strict)
raisonnables (reasonable)
excessifs (excessive)
compréhensibles (understandable)

Si j'étais le directeur (If I were the headteacher)
Si j'étais le prof (If I were the teacher)
Si j'avais l'option (If I had the option)

il serait permis (it would be allowed)

mâcher du chewing-gum (to chew gum)
utiliser son portable en clase (use your phone in class)
envoyer des messages pendant les cours (send messages in the class)

Spanish: Summer term Year 9 curriculum

What Year 9s have covered so far:

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?

What Year 9s will be covering this term:

Topic Big Question – How do we express feelings about school and school rules?

- How can we give opinions on different school subjects?
- What is the difference in pronunciation and meaning between 'mi' and 'me'?
- What is the difference in meaning between 'me gusta' and me gustan'?
- How do I use comparative in Spanish?
- What do school children in Spain learn about?
- How do I say what we have to do and are not allowed to do in school?
- How do I express my own opinion on these rules?
- How do I use 'si fuera' to hypothesise about the future?

Key terminology:

Please see attached copy of sentence builder for all vocabulary

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

VOCAB:

Recognise key vocabulary from the sentence builder

Express feelings on school subjects

Compare school subjects

Describe my school and teachers

GRAMMAR:

Use a range of opinion phrases

Identify and explain the definite articles 'el' 'la' and 'las'

Apply the plural 'me gustan' correctly

Identify and use comparative structures

Identify and produce impersonal structure demonstrating obligation followed by infinitive verb

Demonstrate understanding of adjectival agreement

Identify and produce subjunctive phrase 'si fuera' + conditional tense to hypothesize

PHONICS:

Identify and accurately pronounce the phonemes *'e', 'l', 'ue', 'er', 'ar', 'ñ', 'j', 'z'*

Understand and apply the accent 'é'

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

- How many school subjects in Spanish can you name?
- How many opinions phrases can you think of?
- What is a comparative in Spanish?
- What is an infinitive verb in Spanish?
- Can you pronounce these words (use forvo.com to check if desired) ME / MI / QUE / DAÑAR
- Translate this sentence (and any others created from the two sentence builders) I really like Geography because it's more fun than History

¿Te gusta tu colegio? (Do you like your school?)

¿Te gusta el epsañol? (Do you like Spanish)

Te gustan tus profes? (Do you like your teachers?)

Me gusta (I like)

Me gusta mucho (I really like)

Me encanta (I love)

Me fascina (it fascinates me)

Odio (I hate)

Prefiero (I prefer)

el español (Spanish)

el inglés (English)

el dibujo (art)

el teatro (drama)

el alemán (German)

el francés (French)

la historia (History)

la geografía (Geography)

la música (music)

las matemáticas (maths)

las ciencias (science)

mi insti (my school)

mis profes (my teachers)

mis compañeros (my classmates)

porque (because)

ya que (since)

dado que (given that)

pero (but)

sin embargo (however)

es mejor que_____ (it's better than)

es más interesante que_____ (it's more interesting than)

es más útil que_____ (it's more useful than)

es más divertido que_____ (it's more fun than)

es grande (it's big)

hay muchos espacios verdes (there's lots of green spaces)

es mejor que mi escuela primaria (it's better than my primary school)

son severos (they're strict)

son simpáticos (they're nice)

son divertidos (they're fun)

Aquí en Neale Wade (Here at Neale Wade)

En mi colegio (In my school)

En clase (In lessons)

se debe (one must)

hay que (it is necessary to)

tenemos que (we have to)

ser puntual (be on time)

mantener limpio las aulas (keep the classrooms tidy)

llevar uniforme (wear uniform)

respetar el turno de palabra (wait your turn to speak)

llegar a la hora (arrive on time)

respetar a los demás (respect others)

está prohibido (it is forbidden to)

no se permite (you are not allowed to)

no se debe (you mustn't)

no se puede (you can't)

comer chicle (chew gum)

correr en los pasillos (run in the corridor)

llevar piercings (wear piercings)

ser grosero (be rude)

ser agresivo (be aggressive)

usar el móvil en clase (use your phone in class)

dañar las instalaciones (damage the facilities)

fumar (smoke)

Pienso que las normas en mi colegio son (I think the rules in my school are)

Creo que las normas en mi insti son (I believe the rules in my school are)

Estoy de acuerdo con las normas en mi colegio porque son (I agree with the rules in my school because they are)

No estoy de acuerdo con las normas de mi insti porque son (I don't agree with the rules in my school because they are)

justos (fair)

injustos (not fair)

demasiado estrictas (too strict)

razonables (reasonable)

excesivos (excessive)

comprensibles (understandable)

Si fuera director (If I were the headteacher)

Si fuera profe (If I were a teacher)

Si tuviera la opción (If I had the choice)

se permitiría (it would be allowed)

comer chicle (to chew gum)

salir de clase cuando quiera (to leave class when you want)

mandar mensajes en clase (to send messages in class)

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?
How can graphics editing software be used to create complex graphics for a specific purpose?
These questions have included students learning about:

- **How spreadsheets can be used to layout a questionnaire, collate results and present them in charts.**
- **How to create a professional presentation.**
- **How to use a range of different photo editing tools in photoshop.**
- **How to combine a range of different graphics and text effectively to produce a graphical product.**

What the success criteria is for the topic (What students need to know and be able to do):
Be able to critically assess an existing website in order to identify its strengths and weaknesses.
Be able to create a visualisation diagram and justify the elements that have been included relative to a specific target audience.
To be able to use a range of software to produce elements for a webpage and export them in the correct format.
To be able to embed content into a website including video and maps.
To be able to review the success of a website against a client brief.

What Year 9s will be covering this term:
Topic Big Question – How can websites be used to market a local tourist attraction.

- **Reviewing the website of Hamerton Zoo (local tourist attraction.)**
- **Creating a visualisation diagram to plan a website for a client.**
- **How to create a website using Adobe Dreamweaver.**
- **Adding interactive elements to a website:**
  - **Animated GIFs**
  - **Web Forms**
  - **Embedded video**
  - **Embedded Maps**

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

1. **What are the most important elements that you need to include in your webpage to promote Hamerton Zoo?**
2. **What do you think are their current strengths and weaknesses and how would you improve upon these?**
3. **What is an animated GIF typically used for and where would you normally find them on a website?**
4. **What is a hyperlink?**
5. **Typically when promoting a zoo what information might people expect to find about the animals on their website?**

Key terminology: Hyperlink, Webpage, Animated GIF, Rollover, Embed, HTML, CSS, Div tags, Visualisation, Testing

Music: Spring term Year 9 curriculum

What Year 9s have covered in the Spring 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?

What Year 9s will be covering this term:

Topic Big Questions – How do you create music using technology?

- Can you play the bass line, melody and chord structure of 'Heart and Soul'?
- How do you create different tracks using Garageband on the iPads?
- How do you make sure that the tracks work together?
- What instruments are usually heard in popular music?

Topic Big Questions – How do you interact with music?

- What is your chosen music project?
- What careers related to music have you researched?
- How organised are you in terms of your self-managed learning?

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 a chord?
- What is a bass line?
- Can you record tracks accurately to create a layered piece of music?
- What are the benefits of being able to use music technology?

- What transferable skills have you learned in your music lessons?
- What has been the music project you have enjoyed the most this year?
- Which instrument have you enjoyed playing the most and why?

Key terminology:

Texture, tempo, silence, dynamics, structure, pitch, rhythm, Popular Song instruments (bass guitar, electric guitar, drum kit, keyboard, voice), introduction, verse, chorus, chords, bass riff

Careers in music – journalist, sound engineer, performer, instrument repairer/maker, arts management, stage manager, artist management, talent agent

Year 9 Drama Summer Term

LEARNT PREVIOUSLY

Topics previously covered last term:

Exploring Verbatim Theatre –

Students studied a play in a Verbatim style, looking at the techniques used in this style and its purpose. They studied practically some of the scenes and explored how to use the skills.

The play they studied was 'Too Much Punch for Judy' by Mark Wheeller.

Ask them to tell you about the style of Verbatim theatre, what it can involve and what the purpose of the play was.

Creating Verbatim Theatre –

Students then created their own verbatim style play using the skills they had learnt on the topic of 'Lockdown'.

They devised the play using interviews that they had done with different people, both in and out of school. They then made this into a play with ensemble work and multi-role.

Ask them to tell you about their play.

THIS TERM

Study of Play

'Blood Brothers' by Willy Russell.

Students will be studying the play from a practical point of view.

They will look at the plot and how this starts with the end. They will look into the different topics that are involved in the story, e.g. class, the 80s and families.

Students will watch a professional version of the play during the term (only digitally unfortunately) and look at how the actors use their skills to tell the story.

They will also look at how the set is shown and the use of narration in the play.

All of this they will watch, practically explore and then write notes on. This should give them an insight into a professional performance is produced. The process that they go through from text to performance on stage and the skills that are needed in order to do this.

Character work – how to portray characters from different classes and how to play different ages of the same character. This will involve using both their vocal skills and their movement skills.

Use of technical elements – students will look at how music, lighting is used to tell the story on stage.

The role of the narrator in the play – their use of vocal skills to portray the idea of their character being fate.

They will learn the term practitioners. Ask them what this means.

Please ask them about this play. Get them to tell you what practical work they do on it and the way that the professional actors are shown to do this too.

Art and Design: Summer term Year 9 curriculum

Art and Design

What Year 9s have covered so far:
Topic Big Question – How are visual elements used creatively?
- **Reviewing and mastering observational drawing methods**

Topic Big Question – How is mixed media used to make art?
- **Printing, collaging, drawing, cutting, painting**

What Year 9s will be covering this term:
Topic Big Question – How does Art reflect social and cultural messages

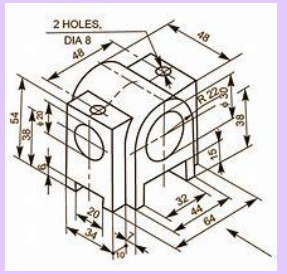
- **Investigating the style of Keith Haring**
- **Developing ideas with social and cultural links**

Key terminology:
Social, cultural, symbolic, visual elements, presentation, evaluation

What the success criteria is for the topic (What students need to know and be able to do):
- **Understand and recognise social and cultural definitions**
- **Critically reflect on their own and others work**
- **Develop original ideas inspired by personal interests**
- **Investigate techniques and processes**
- **Make reasoned decisions on the materials and processes they will use in their final piece.**

Questions you could ask at home to prompt discussion on what your child is learning:
- Every Art work can mean something, can you name one living Artist who makes artwork with social or cultural meaning? Aim to research one independently.

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**
- **2D CAD skills**
- **Creatively applying chosen materials and skills**

What Year 9s will be covering this term:
Topic Big Question – How can CAD, Casting and enameling be combined to create a quality product

- **Creating a pewter cast keyring with enamel**

Topic Big Question – How can you produce a useful product analysis and how can it be used

- **Investigation of existing products**

Key terminology:
Aesthetics, ergonomics, features, function, casting, mould

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

- **Produce a keyring combining 2D CAD, Pewter casting and enamelling**
- **Analysis an existing product and use to information to inform future designs**

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: Summer 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?
Why do some groups have special dietary needs?

- **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.**
  - **Special diets – food allergens, food intolerances.**
  - **Religious and cultural needs, ethics.**
  - **Using the hob, frying, boiling, simmering, using carbohydrates.**
  - **Knife skills.**

What Year 9's will be covering this term:
Topic Big Question – What is meant by food choice?
Through theory and practical lessons students will explore:

- **Lifestyle and culture.**
- **Planning and preparing food to a brief.**
- **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.

PE: Summer term 1 Year 9 curriculum

What Year 9s will be covering this term:

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).

Striking & Fielding
Stage 1: The technique of the overarm and underarm throw and when they should be applied into a game. How to perform a long barrier/ scoop to stop the ball. Basic batting and bowling technique in order to play a small sided competitive game.

Athletics:
Stage 1: Throwing: Basic technique using adapted equipment e.g. foam javelins.
Running: Running technique to be developed.
Jumping: Jumps broken down into beginner elements; run up; take off; and safe landing
Stage 2: Throwing: Basic technique using activity specific equipment – focus on safety
Running: Basic strategies of various distances explored e.g. pacing.
Jumping: Jumps broken down into isolated key elements; run up; take off; flight action and landing
Stage 3: Throwing**:** Students to experiment with different technique using activity specific equipment e.g. hand grips in javelin
Running**:** Technique to be developed to improve running efficiency e.g. stride length
Jumping**:** Focus on flight actions in combination with other elements of action to produce increased distance / height of jump.

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

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.
Striking & Fielding: Can identify when underarm/overarm should be used during the game. Basic bowling technique is evident with some accuracy.
Athletics: Able to consistently demonstrate the correct technique and rules surrounding the throws, with little/no errors (Adapted equipment). Can maintain the correct technique of running during short and middle distance running. Is able to give basic feedback to others regarding their jumping technique when elements performed in isolation

Questions you could ask at home to prompt discussion on what your child is learning:
What happens to the body during exercise?
What are the teaching points for the bowl in cricket?
How should you catch the ball when fielding?
What's the difference between batting in rounders and cricket?
What events are there in athletics?
What is the technique for the javelin?
What are the rules surrounding serving in badminton?

Key vocabulary:
technique, power, continuous, endurance, aerobic, agility, coordination, balance, control, receive, officiate, interval, action, anaerobic, serve, diagonal.

9N/PE1 - Athletics (Stage 2/3)
9N/PE2 - Badminton (Stage 2)
9N/PE3 -Athletics (Stage 2/3)
9N/PE4 -Striking & Fielding (Stage 2)
9N/PE5 -Athletics (Atage1/2)

9W/PE1 - Athletics (Stage 2/2)
9W/PE2 -Badminton (Stage2)
9W/PE3 - Athletics (Stage 2/3)
9W/PE4 -Striking & Fielding (Stage 2)
9W/PE5 -Athletics (Stage 1/2

PE: Spring term 2 Year 9 curriculum

What Year 9s will be covering this term:

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.

Striking & Fielding
Stage 1: The technique of the overarm and underarm throw and when they should be applied into a game. How to perform a long barrier/ scoop to stop the ball. Basic batting and bowling technique in order to play a small sided competitive game.

Athletics:
Stage 1: Throwing: Basic technique using adapted equipment e.g. foam javelins.
Running: Running technique to be developed.
Jumping: Jumps broken down into beginner elements; run up; take off; and safe landing
Stage 2: Throwing: Basic technique using activity specific equipment – focus on safety
Running: Basic strategies of various distances explored e.g. pacing.
Jumping: Jumps broken down into isolated key elements; run up; take off; flight action and landing
Stage 3: Throwing**:** Students to experiment with different technique using activity specific equipment e.g. hand grips in javelin
Running**:** Technique to be developed to improve running efficiency e.g. stride length
Jumping**:** Focus on flight actions in combination with other elements of action to produce increased distance / height of jump.

What is the success criteria for the topic? (What is the knowledge that needs to stick?)
Gymnastics: Can hold basic and innovative balances for a minimum of 5 seconds. Has control when performing basic locomotive actions.

Striking & Fielding: Can identify when underarm/overarm should be used during the game. Basic bowling technique is evident with some accuracy.

Athletics: Able to consistently demonstrate the correct technique and rules surrounding the throws, with little/no errors (Adapted equipment). Can maintain the correct technique of running during short
and middle distance running. Is able to give basic feedback to others regarding their jumping technique when elements performed in isolation

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)
9N/PE2 - Athletics (Stage 2/3)
9N/PE3 -Striking & Fielding (Stage 2)
9N/PE4 -Athletics (Stage 2/3)
9N/PE5- Striking & Fielding (Stage 1)

9W/PE1 - Gymnastics (Stage 2)
9W/PE2 -Athletics (Stage2/3)
9W/PE3 - Striking & Fielding (Stage 2)
9W/PE4 -Athletics (Stage 2/3)
9W/PE5 -Striking & Fielding (Stage 1)