



Curriculum Document Year 9 Spring Term

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| <p><u>Mathematics</u></p> <p>Set 1:</p> <ul style="list-style-type: none">• Angles in polygons• Constructing equations• Volume• Similar Shapes• Congruence• Transformations• Construction• Scale drawings and maps• Pythagoras and trigonometry• Compound Measures• Upper and lower bounds <p>Set 2:</p> <ul style="list-style-type: none">• Circles• Volume• Angle properties and angles in parallel lines• Pythagoras & Trigonometry• Upper and lower bounds• Constructing equations• Similar Shapes• Construction• Scale drawings and maps• Compound Measures• Converting Units <p>Set 3:</p> <ul style="list-style-type: none">• Circles• Angle properties• Angles in polygons• Constructing equations• Pythagoras• Volume• Converting Units• Similar Shapes• Construction• Scale drawings and maps | <p><u>English</u></p> <ul style="list-style-type: none">• Romeo and Juliet• Relationship Poetry• RSE <p>Read and analyze 15 poems from anthology Unseen poetry Writing poetry- anthology challenge Compare poems Extracts from R&J text Context- Elizabethan/ relationships RSE- Non-fiction, inference Explicitly teach- See RSE SOL and building healthy relationships Debates</p> <p><u>Computing</u></p> <ul style="list-style-type: none">• HTML Website• Future Technology and Ethics <p>Students will learn about various legislations such as data protection as well as ethical issues linked to software licensing, privacy and environment</p> <p><u>History</u></p> <p>How did medicine change in the 18th century?</p> <ul style="list-style-type: none">• Industrial Revolution• Working conditions of a factory• Child labour• Edward Jenner <p>What were the key events of medicine in the 19th century?</p> <ul style="list-style-type: none">• Germ theory• John Snow• Edwin Chadwick• Mary Seacole• Florence Nightingale• Public health acts | <p><u>Character Development</u></p> <p><u>ATM & SMSC</u></p> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none">• Identifying strengths• SMART planning• Managing criticism and feedback• Legislation and young people at work• Better communities and societies• Tools for developing new skills <p><u>Healthy Me</u></p> <ul style="list-style-type: none">• Positive lifestyle choices• Sleep hygiene (the role in health and learning)• Effects of alcohol use• Brain development• Effects of substance use• Emergency services and safety• Mental health |
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| <ul style="list-style-type: none">• Compound Measures <p>Set 4/5:</p> <ul style="list-style-type: none">• Area• Circles• Angle properties• Parallel lines• Pythagoras• Volume• Transformations• Similar Shapes• Construction• Scale drawings and maps• Angles in polygons• Converting Units <p><u>Science</u></p> <p>HT3 B3 Organisation and the digestive system C3 Structure and bonding P3 Energy resources</p> <p>HT4 B4 Organising animals and plants B5 Communicable diseases C9 Crude oil and fuels C13 The Earth's atmosphere P1 Conservation and dissipation of energy</p> <p>Spring term assessment</p> <p><u>Geography</u> Urban Issues & Challenges (Paper 2)</p> <ul style="list-style-type: none">• Urbanisation• Lagos – Nigeria• London – UK• Opportunities and Challenges <p>Urban Issues & Challenges (Paper 2)</p> | <p><u>PE</u></p> <p>Boys' PE:</p> <ul style="list-style-type: none">• Power League - students use the skills they've learnt in pre organised teams to play in a competitive tournament• Fitness - students will understand how to work out safely using varying training methods whilst learning about the components of a healthy diet• Team Games - students will develop their knowledge of invasion games to play sports such as Handball and American Football• American Football - students will develop their invasion games skills and tactical knowledge through the game of American Football• Wellbeing - students will learn about the body, nutrition and the effects of exercise while undertaking classes such as HIIT, Insanity & Cross Fit <p>Girls' PE:</p> <ul style="list-style-type: none">• Non Traditional - students will undertake a variety of sports such as Dodgeball and Badminton• Dance/Fitness - students will develop their ability to complete set routines and undertake fitness based classes such as HIIT and Cross Training• Netball - students use their basic and some advanced skills with more tactical awareness in competitive situations• Gym/Trampoline - students will develop their ability in creating routines either on the Trampoline or on a Gym mat <p><u>Drama</u></p> <p>Design elements in Theatre:</p> <ul style="list-style-type: none">• Pupils learn how to design for the stage• Costume design• Set design• Lighting design• Sound design <p>Wheeller (Practitioner) exploration 'Too Much Punch for Judy'/Hard To Swallow/' Missing Dan Nolan':</p> <ul style="list-style-type: none">• Performing within a style and adhering to playwrights intentions• Interpreting a range of opening script extracts from Wheeler plays• Creating and building juxtaposition within a performance• How to create comedy within serious themes | |
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- Urbanisation
- Lagos – Nigeria
- London – UK
- Opportunities and Challenges

Technology – Food

Theory:

- Food provenance and seasonality
- Where our food comes from
- Importance of protein for growth and repair
- Adapting recipes for dietary needs
- Low fat
- Coeliac
- Lactose intolerant
- Vegan vegetarians
- Allergens
- Competition entry Tunnocks teacake challenge

Practical skills:

- Frying and practical knife skills- stir fry
- Curry and rice
- Boiling , frying making a sauce
- Baking
- Mashing
- seasonings
- Knife skills
- Using equipment
- Making a dough
- seasoning
- Decorating and presentation skills
- Students will choose a selection of their own choice dishes.

Technology – Product Design

Electronics and soldering PCB. Using a Design movement to design the casing for a speaker. Applying anthropometrics and ergonomics. Manipulating materials – bending wood. Mechanisms and levers. Forces and stresses. What is Iconic design? Anglepoise lamp analysis.

RS

Ethical Issues and Religious Approaches

Languages

French:

Future plans

- Culture: Famous French celebrities, inventors
- Earning money. – Using “pouvoir” (to be able to) and “devoir” (to have to)
- What you want to do when you are older – Using “vouloir” (to want)
- What you will do in the future – Future tense
- What things will be like in the future – Future tense
- Writing about an inventor – Using questions in three tenses
- Reading and listening skills – Listening for key details, translation of questions into English, reading and understanding a French authentic text, identifying synonyms
- Speaking and writing skills – Answering questions in a conversation, translation into French, analysing sample written work on this topic to identify vocabulary content and grammar studied in this topic

Food / Environment

- Culture: Environmental damage around the world, charities
- Types of food
- Eating habits – Using a range of negatives
- Animals and the natural world – Using superlatives
- Plastic and the environment – Using two different time frames
- What you would like to do – Conditional tense
- Reading and listening skills – Understanding an authentic French text, answering to a text in English, translation into English, working out vocabulary, identifying tenses
- Speaking and writing skills – Understanding and giving opinions, using correct tenses, translation into French, understanding bullet points in writing task, analysing sample written work for core and necessary vocabulary and grammar according to bullet points

Spanish:

Future plans

- Culture: Famous French historic and contemporary people and their jobs.
- What you have to do at work – Using “tener que” (to have to)



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Technology – Textiles

Sketching out ideas in response to the task
Gaining vital feedback to make iterative changes
Modelling/Planning & making products
Evaluating end product
Design a shirt for a client
- Mood board
- Client profile
- Product analysis
- Design ideas

- What job you would like to do in the future – Adjective agreement
- What you would like to do in the future - Near future tense
- Describing your job – Using three tenses
- Writing skills – Checking for accuracy and looking up new words, using reference materials
- Reading skills – Coping with authentic texts / skimming and scanning a text

Peoples' rights and recycling

- Culture: Hispanic children's societies, recycling in Hispanic countries.
- Children's rights – Using the verb "poder" (to be able to)
- Fair trade – Expressing your point of view.
- Recycling – Using "se debería" (you should).
- How a town has changed – Imperfect tense.
- Writing skill – Writing about fundraising, choosing the correct Spanish word.
- Reading skill – Reading about world issues
- Working out meaning using common sense and context.

Art

Students will learn how to create an intaglio plate/print. They will learn how to work safely with equipment. They will develop the intaglio drypoint to create a further print called cine-colle. They will learn about different printmaking artists alongside their work. They will review and evaluate their work as it progresses.

Students will develop their ability to analyse art work of an artist using the SEMI approach learned in Year 8. They will learn how to deepen their understanding of an artist's intention using focused research. They will transcribe the artist's work and explain what they have learned about the process. They will develop their own work using their own photography of Everyday Objects. They will draw from observations.