



Curriculum Document Year 9 Summer Term

<p><u>Mathematics</u></p> <p>Set 1:</p> <ul style="list-style-type: none">• Probability tree diagrams• Venn Diagrams• Cumulative frequencies and box plots• Frequency Polygons• Histograms• Scatter graphs• Capture-Recapture• Real-Life Maths• Financial Maths <p>Set 2:</p> <ul style="list-style-type: none">• Probability tree diagrams• Venn Diagrams• Cumulative frequencies and box plots• Two-Way Tables• Real-Life Maths• Financial Maths <p>Set 3:</p> <ul style="list-style-type: none">• Probability tree diagrams• Averages• Averages from tables• Two-Way Tables• Venn Diagrams• Cumulative frequencies and box plots• Real-Life Maths	<p><u>English</u></p> <p>Genre and Media- Dystopian, Gothic, Victorian End of Year Exam Language P.1 Prep</p> <p>Exam prep- Language P1 reading and writing Reading to analyses significance of language and structure Descriptive writing based on image Engage with a range of Dystopian, Gothic, Victorian, identifying writer's ideas and context. Public Speaking- writing and delivering speech Media analysis in Dystopian Film clips</p> <p><u>Computing</u></p> <ul style="list-style-type: none">• Algorithms and Logic Gates <p>Students will briefly learn about what is an algorithm and logic gates. Students learn to write truth tables for AND, OR and NOT gates. Advanced Excel In this unit students learn how to use advanced features of Excel such as VLOOKUPS, COUNTIF Functions and Pivot tables.</p> <p><u>History</u></p> <p>How did WWI improve medicine?</p> <ul style="list-style-type: none">• Battles and Terrain• Trenches• RAMC and FANY• Chain of evacuation• WWI technology <p>How significant was 20th century medicine?</p> <ul style="list-style-type: none">• Penicillin and Magic Bullets	<p>Character Development</p> <p><u>ATM & SMSC</u></p> <p>Relationships</p> <ul style="list-style-type: none">• Power and relationships• Assertiveness and saying no• Consent• Contraception• Choices and consequences• Unprotected sex and STIs• Online and offline relationships• Sexting <p>Changing Me</p> <ul style="list-style-type: none">• Changing perceptions and opinions• Mental health and the brain• Skills for change• Adapting to change• Self-reflection and evaluation• Transition (to the next year group)
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<ul style="list-style-type: none">• Financial Maths <p>Set 4/5:</p> <ul style="list-style-type: none">• Probability questions• Probability tree diagrams• Averages from tables• Two-Way Tables• Stem and leaf diagrams• Charts and graphs• Real-Life Maths• Financial Maths <p><u>Science</u> Exam preparation for End of Year Exam</p> <p>B6 Preventing and curing disease C14 The Earth's resources P9 Motion</p> <p><u>Geography</u> Challenge of Resource Management (Paper 2)</p> <ul style="list-style-type: none">• What is a resource• Water• Food• Energy <p>Challenge of Resource Management (Paper 2) End of Year 9 mock exam</p>	<ul style="list-style-type: none">• DNA• NHS• Government interventions• Open heart surgery• Technology• Lung cancer (case study) <p><u>PE</u></p> <p>Boys' PE:</p> <ul style="list-style-type: none">• Athletics - students will be able to challenge themselves with all the traditional Athletic events but trying to break World records in small teams (e.g 4X25m to challenge the 100m record)• Softball - students will develop their striking and fielding tactical knowledge through conditioned games• Cricket - students will develop their striking and fielding tactical knowledge through conditioned games• Athletics - students will be able to challenge themselves with a variation on the usual Athletic disciplines such as relay races to complete the 400m – 1500m races and breaking World records such as adding up each Javelin throw to beat the record• Tennis - students will utilise their Tennis skills to carry out tactical plays through conditioned games <p>Girls PE:</p> <ul style="list-style-type: none">• Athletics - students will be able to challenge themselves with a the traditional Athletic events but trying to break World records in small teams (e.g 4X25m to challenge the 100m record)• OAA/P. Solving - students will further develop team building skills in a variety of challenges including orienteering and capture the flag• Athletics - students will be able to challenge themselves with a variation on the usual Athletic disciplines such as relay races to complete the 400m – 1500m races and breaking World records such as adding up each Javelin throw to beat the record	
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<ul style="list-style-type: none">• Food• Consumption• Wastage• Management• Sustainability <p><u>Technology – Food</u></p> <p>Theory:</p> <p>Students have the opportunity to create and make a food product of their choice to showcase skills (in the style of Master Chef challenge or Ready Steady Cook).</p> <ul style="list-style-type: none">• Design salad in a jar based on using all elements of the eat well guide• Food and mental well being• Waste not want not• Students to bring in one item each and then in a group make a food dish using random foods• Preparation for student life and encourage independence <p>Practical skills:</p> <ul style="list-style-type: none">• Knife skills• Boiling• Making a dressing• Baking• Frying	<ul style="list-style-type: none">• Rounders - students will develop their striking and fielding tactical knowledge through conditioned games <p><u>Drama</u></p> <p>Live Theatre evaluations - watching theatre:</p> <ul style="list-style-type: none">• Using Live theatre subscription pupils watch key scenes of professional theatre- national Theatre plays and digital theatre online• Aims and intentions: director/actor/designer• Considering effects on an audience <p>Scripted exploration 'Teachers':</p> <ul style="list-style-type: none">• Godber playwright analysis• Pupils read the whole Godber play text as a class- genre/aims/themes/style/• Use of plays in political change• Multi-rolling• Meta-theatre <p><u>RS</u></p> <p>Crime and Punishment Peace and Conflict</p> <p><u>Languages</u></p> <p>French:</p> <p>The francophone world</p> <ul style="list-style-type: none">• Culture: Francophone countries, landmarks• Where you would like to go – Using a range of articles	
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<ul style="list-style-type: none">• Sauté <p><u>Technology – Product Design</u> Design and make a lamp with a mechanism. Applying the theory to practice. Isometric and orthographic drawing</p> <p><u>Technology – Textiles</u> Manufacturing stage Making diary Production plan Evaluation stage Suggestions for modifications User Trials Testing</p> <p>Assessment:</p> <ul style="list-style-type: none">• End of topic assessment on memory (lesson for feedback)• Exam style questions (ranging from 2-6 marks)• Essay – one on a theory, one on a study (9 marks)• End of year mock exam. <p>Experiences:</p> <ul style="list-style-type: none">• Carry out mini practical of Minturn and Bruner's study and do a mini write up of	<ul style="list-style-type: none">• Impressive sites and monuments – Using a range of adjectives• What you like and dislike doing – Using infinitives with other verbs• Preparing a fact file and an advert on a Francophone country – Using a range of structures and verbs• French speakers you would like to meet – Present tense• Plans for the future – Using the near future and the simple future together• A past trip around the world – Using the perfect and imperfect tenses• Writing and speaking skills - Writing an article about a francophone artist, musician, writer or sportsperson, asking and answering questions in a range of tenses <p>Revision and exams</p> <ul style="list-style-type: none">• Revision of key vocabulary from all topics• Opinions and reasons• Extending work using reflexives, modal verbs, asking and answering questions, negatives and superlatives• Revision of grammar areas seen throughout the year• Using tenses together: near future + simple future / perfect and imperfect / present, past and future• Practice of reading / listening / writing / translation and speaking activities <p><u>Languages</u></p> <p>Spanish: An adventure in Madrid</p> <ul style="list-style-type: none">• Culture: Information on Madrid – landmarks, types of transport, train system• Meeting and greeting people – Using expressions with “tener” (to have)• A treasure hunt – Using the superlative• Buying souvenirs – Using the comparative• What you will do – Simple future tense• Speaking skill – Making yourself understood / saying the right thing in different situations• Reading skill – Reading authentic texts about Madrid / accessing more challenging texts	
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<p>the study</p> <ul style="list-style-type: none">• Mini practical of Murdock's study to gain a better understanding of key study.• Replicate Bartlett's 'War of the Ghost' study - students read the story and try to replicate it as accurately as possible.• Mini activities recapping key theories and studies. <p>Further Reading: Cognitive Psychology (pdf file)</p>	<p>Revision and exams</p> <ul style="list-style-type: none">• Revision of key vocabulary from all topics• Opinions and reasons• Extending work using reflexives, stem-changing verbs, superlatives• Revision of grammar areas seen throughout the year• Using tenses together: near future + simple future / perfect and imperfect / present, past and future• Practice of reading / listening / writing / translation and speaking activities <p><u>Art</u></p> <p>Students will build upon their colour theory work from years 7 and 8. They will develop work to take into a 3D clay piece. They will build upon the skills from year 8 and develop into standing vessel forms using raised and bas relief. They will be taught other methods to enable them to make more independent choices about what they would like to create.</p> <p>Students will have the chance in the final half term to develop their own project using what they have learned. They can choose. They must use the project process:</p> <ul style="list-style-type: none">• A statement of intent• 1 artist research using SEMI analysis and transcription process• Sustained observational study or small studies to equate to a specific time period• A set of designs, colour choices and annotations to explain• A final outcome/conclusion with evaluation	
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