



# YEAR 9

## CURRICULUM GUIDE 18/19

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**CRAMLINGTON**  
**LEARNING VILLAGE**



WHERE THE ART OF TEACHING MEETS THE SCIENCE OF LEARNING



# WELCOME TO YEAR 9

This booklet aims to provide you with a concise guide to the work your child will undertake in each subject area this year. Subject areas have provided a summary of the topics covered term by term also indicated ways in which you can help and support your child at home.

We hope that you will find the information useful and if you have any further questions feel free to contact the relevant Head of Department.

# ART

## WINTER TERM

Year 9 Art begins with our 'Birds' project. They develop their observation drawing and painting skills using a range of media such as pencils, Biro, oil pastel and watercolour, to create accurate studies of birds. They also research and analyse the work of other artists who are inspired by birds and create their own personal responses to these. They are encouraged to think about who they are, and what interests them so that they can begin to formulate ideas for making artwork that relates to their own lives, experiences and interests.

## SPRING TERM

During this term students will really begin to bring their own identity and interests into their work as they study the work of contemporary artists Shepherd Fairy and Grayson Perry. They will create several multi media pieces in response to these artists and plan and design a composition which conveys a message or meaning about their local area in which they live.

## SUMMER TERM

This term the students will bring together all of the skills that they worked on this year inspired by the theme Identity. They will have the opportunity to make a final piece in the format of a GCSE project that expresses their interests and uses their own personal ideas as its inspiration.

## HOW YOU CAN SUPPORT YOUR CHILD:

- It would be extremely helpful if you could ensure that your child comes properly equipped to the lesson. Students are supplied with a sketchbook that has good quality drawing paper within it; this will last the whole year. Other equipment that would be helpful is a pencil, range of coloured pencils, eraser, pencil sharpener and a fine-liner pen
- We also find if students are exposed to different types of art forms they are much more open-minded. Visits to the many galleries in the area and engagement with public sculpture would be a great help when it comes to breaking down student's preconceptions to art
- Home learning is an essential part of the entire year nine course and students will receive practical activities that expand on the skills that they have learnt in school. Each of these activities has a specific point and execution to a high standard is essential. Parents can help their students by reminding them to check if they have an Art homework due and looking at this task list with them.

## WINTER TERM

Year 9 start this term by studying either a 20th Century novel, such as Steinbeck's 'Of Mice and Men', or a collection of 19th Century short stories. Through shared reading, students will explore character, setting, theme and structure. Students will complete an assessment in which they comment on the presentation of a key character, mirroring the GCSE Literature course students will begin next year. After October half term, students begin their study of narrative writing. Students will explore the narrative writing process by reading short stories, analysing their effectiveness and revising key grammatical rules. For their final outcome, students will produce their own high-quality piece of narrative writing based upon their learning of language, structure and form.

## SPRING TERM

After Christmas, students begin a scheme of work on a Shakespearean play. Through the study of plays such as 'The Tempest', learners will spend lessons reading, analysing and discussing the techniques used by the playwrights to engage the reader. Throughout this unit, pupils will explore character development and representation, themes, plot, staging techniques and the playwright's use of language, as well as trying out their acting skills. After February half term students will resume their study of non-fiction texts and practise writing speeches, letters and articles. As part of this, students will develop their ability to write skilfully constructed entertaining articles. For their assessment, students will be asked to write a non-fiction text in timed conditions.

## SUMMER TERM

In the summer term pupils will begin a poetry unit where they will analyse poems that all relate to the theme of, 'Disturbed/Sinister Voices.' Throughout this unit, pupils will develop their analytical skills by reading between the lines, explaining links between language and imagery as well as discussing a poet's intentions and techniques. This will culminate in a reading assessment where students will be expected to analyse an unseen poem independently. In the final half term of year 9, students will begin to study 19th Century Non Fiction/Fiction. Here students will begin reading for meaning, analysing language and ultimately comparing texts.

## HOW YOU CAN SUPPORT YOUR CHILD:

- Encourage students to read a variety of different types of text from novels to newspapers and magazine articles. Buy broadsheet newspapers such as 'The Guardian' to introduce students to more complex non-fiction texts
- Check planners and books regularly for homework and ensure students are completing these tasks
- Provide a quiet place for study and help students to organise their time effectively.

# FRENCH

## WINTER TERM

In the first half term, students will study the topic of holidays. They will have multiple opportunities to work in all four skills (Speaking, Listening, Reading and Writing) in different time frames and from memory. In the second half term students will discuss the topic of school, practicing giving opinions, telling the time and discussing their future plans.

## SPRING TERM

With GCSE options being made after Christmas, students will study a module based around the world of work and careers. This will include jobs and future plans. Students will learn to create a French C.V. and say what they would like to do in the future, using the conditional tense. In the second term, students will focus on the topic of technology, discussing how they use it in daily life. Students will practice their speaking skills with the assessment in the style of the new GCSE specification.

## SUMMER TERM

In the final term, students will study the topic of tourism, as they gear up to the end the school year. They will use the conditional to talk about where they would like to go/visit with an assessment focusing on translation, one of the skills necessary for the GCSE exam. They will finish the Key Stage by watching a moving film called 'La Rafle', about France in during the Holocaust. This module also focuses on other cultural aspects of France whilst practising key grammar/skills in preparation for GCSE (if applicable). Students will be expected to take part in literacy activities and honing their languages skills. This will entail revision of verb tenses and constructions.

## HOW YOU CAN SUPPORT YOUR CHILD:

- Students often have no-one with whom they can practise spellings or speaking presentations. Spending time listening to your child speaking French is enormously beneficial. Better still, ask your child to teach you some useful French that they have been learning.

# HUMANITIES

## WINTER TERM

**HISTORY:** What was the cost of World War One?

During this investigation students explore the causes, effects and significance of 'the war to end all wars'. There is a particular focus on understanding the major battles and the decisions which generals took at the time as well the development of new technology all designed to improve the process of killing one's enemy and bringing the disastrous trench warfare to an end.

**RELIGIOUS STUDIES:** How should we behave?

Students will receive an introduction to what ethics are within this unit. They will focus on issues like war and peace, animal rights, abortion and wealth and poverty examining in each case a range of religious and non-religious perspectives. The aim is to encourage students to appreciate the complex nature of ethical debate within society today, developing their ability to evaluate a range of different standpoints arriving at informed conclusions about their own perspectives.

## SPRING TERM

**GEOGRAPHY:** How is Asia being transformed?

In this unit, students will investigate how countries in Asia are changing. They will investigate the human and physical geography of Asia and then focus on key countries like China and India and how the physical and human geographies of these places are changing over time.

**HISTORY:** How did the Holocaust happen?

A critical study of the role of the propaganda, legislation and dangerous ideologies in creating the conditions for mass genocide on an industrial scale is the main theme of this important study. Students will be introduced to the stories and historiography of the Holocaust and how this horrific event was formed and continues to shape politics and society today.

## HOW YOU CAN SUPPORT YOUR CHILD:

- As a parent you are able to help through checking over your child's work and identifying any literacy mistakes. You should also encourage students to use different forms of research for example, reading the newspapers or visiting the library. This will allow them to express a range of ideas and opinions in their work and gain a deeper understanding of the topic.

# SUMMER TERM

**RELIGIOUS STUDIES:** What does Philosophy do?

This unit aims to introduce students to some of the major ultimate questions that philosophers are concerned with. As part of the unit students will examine questions surrounding the existence of God, life after death and challenges to religious beliefs from evil and science. A range of philosophical views will be incorporated into the unit to allow students to engage with a wide range of perspectives including those of Plato, Thomas Aquinas and, more recently, Richard Dawkins. Students will be encouraged to evaluate the success or failure of these ideas, using them to create cohesive arguments which express their own views.

**GEOGRAPHY:** What is the future of the planet?

In this unit, students will investigate two key geographical issues facing our planet: climate change and migration. The aim is to encourage students to understand the causes, consequences and to understand the complex nature of managing these issues on a local, national and global scale.



# ICT/COMPUTING

## WINTER TERM

In the first term of Computing/ICT we will be looking at how computers work, working through a range of fundamental computing topics such as the representation of numbers, text, images and sound. We will also look at how the computer carries out instructions and how they make use of secondary storage devices. Students will sit a written examination before October half term. Just before Christmas they will sit an on screen programming assessment.

## SPRING TERM

This term students will be learning a mix of Computing and ICT skills. In the first half term they will learn about the impact on Computing in the world. They will then look at the legal, ethical, cultural and environmental implications of the use of technology. Students will learn how to write a computer program from the very beginning, learning fundamental programming techniques before moving on to create digital products that are suitable for an intended audience and purpose by following a GCSE style scheme of learning.

## SUMMER TERM

Students will finalise their ICT skills this half term by developing a website. This will involve learning how to embed different forms of media into a website, including the use of audio and video products as well as structuring a web page and editing the contents to maintain it. Areas of this unit will involve students recalling information from previous learning, such as using hexadecimal values to select colours for their web page.

## HOW YOU CAN SUPPORT YOUR CHILD:

- If students use the Internet at home, encourage them to consider the reliability of information they find and to use the Internet safely. Also sign up and work through websites such as Code Academy (<https://www.codecademy.com/learn>) and an Hour of Code (<https://code.org/learn>)
- Offer ICT support, where possible, with revision based home learning activities.

# MATHEMATICS

## WINTER TERM

Half Term 1: Students will learn to plot coordinates in all four quadrants, apply their knowledge of 2D shapes to coordinate problems and work with midpoints. Students will learn to identify the equations of horizontal and vertical lines, plot coordinates from a rule to generate a straight line and identify key features of a linear graph. Students will learn to recognise when two quantities are directly or inversely proportional to each other, interpret and use graphs of direct proportional relationships (e.g conversion graphs) and solve direct and inverse proportion problems. They will use standard form to express very large and small numbers, convert between standard form and ordinary numbers, order large and small numbers given in standard form and use standard form to solve simple problems.

Half Term 2: Students will learn that linear and quadratic expressions can be used to represent sequences of different types. Students will learn to multiply a term over a single bracket, expand products of two or more binomials, make links between area and perimeter and expanding brackets and factorise quadratic expressions where the coefficient of  $x$  is equal to 1. Students will learn to write expressions, equations and formulae to represent relationships in a given context, use informal substitution to find the value of one variable given other values, make links between solving linear equations and rearranging formulae and manipulate familiar formulae such as known formulae for area and perimeter.

## SPRING TERM

Half Term 3: Students will learn to use the standard ruler and compass constructions for a perpendicular bisector of a line segment, a perpendicular to a given line from/at a given point and bisecting a given angle. They will learn to determine when two shapes are congruent and understand and use the criteria for congruent triangles. Students will prove and use Pythagoras' theorem to find missing sides in right-angled triangles. They will prove that the sum of the angles in a triangle is  $180^\circ$ , find the formula for sum of the angles of any polygon and understand and use the sum of the exterior angles of a polygon.

## HOW YOU CAN SUPPORT YOUR CHILD:

- Show enthusiasm for Maths yourself – and point out its importance
- Help to reinforce what they have learned in school – for example, learning multiplication tables and remembering formulae
- Make sure they know what equipment they need for each exam – pens, pencil and rubber, ruler, protractor and a calculator.

## **SPRING TERM CONT.**

Half Term 4: Students will learn to form and solve linear equations in one unknown, including those where the unknown appears on both sides, rearrange and solve linear equations given in any form, including those involving fractions and brackets. They will be able to express relationships using inequality notation and form and solve linear inequalities in one unknown, including those where the unknown appears on both sides. They will use linear and quadratic graphs to estimate values of  $y$  for given values of  $x$ . They will use linear graphs to find approximate solutions of simultaneous linear equations and solve simultaneous equations algebraically.

## **SUMMER TERM**

Half Term 5: Students will understand and use the probability scale from 0 to 1 and understand and use the language associated with probability. They will understand the relationship between relative frequency and theoretical probability, understand that different trials of an experiment may produce different outcomes and systematically list outcomes using a variety of representations. Students will use Venn diagrams and understand the meaning of union and intersection and construct and use frequency and probability tree diagrams. They will build on the work done in previous years on finding the mean, mode, median and range of a data set; this involves calculating statistical measures from a grouped frequency table. They will plot and interpret scatter diagrams, including describing correlations and looking at the difference between correlation and causation.

Half Term 6: Students will learn to enlarge shapes from a given centre, with and without coordinate grids, understand that the corresponding angles of similar shapes are equal and solve problems involving similar triangles. They will translate a shape by a given vector, reflect a shape in a line, including on coordinate axes, rotate a shape about a centre, including on coordinate axes and identify the type of transformation carried out by comparing an object and image. Finally, students will investigate the trigonometric ratios using similar triangles and develop an understanding of the trigonometric ratios.

# PHYSICAL EDUCATION

During the course of the year the students will participate in different activities covering a range of sporting areas.

## WINTER TERM

The girls will rotate through the following programme: First half of the year - Netball, Fitness and Badminton. The boys will rotate through 4 of the following activities: Rugby, Football, Table Tennis, Methods of Training and Tennis.

## SPRING TERM

The girls will rotate through the following programme:

First half of the year - Netball, Fitness and Badminton. The boys will rotate through 4 of the following activities: Rugby, Football, Table Tennis, Methods of Training and Tennis.

Second half of the year -Table tennis, Hockey, Rounders and Challenges. The boys will rotate through 4 of the following activities: Athletics, Badminton, Methods of Training, Fitness and Tennis.

## SUMMER TERM

The girls will rotate through the following programme: Second half of the year -Table tennis, Hockey, Rounders and Challenges. The boys will rotate through 4 of the following activities: Athletics, Badminton, Methods of Training, Fitness and Tennis.

## HOW YOU CAN SUPPORT YOUR CHILD:

- Make sure students bring PE kit to all lessons
- Encourage students to get involved in the extra-curricular sports programme.

## WINTER TERM

In Year 9 students will begin with a transition module which will bridge the gap between Key Stage 3 and Key Stage 4. This consists of four mini modules; inheritance, rocks, space and a skills module. At the end of each module there will be a short assessment to cover key concepts. After October half term, students will begin to cover topics from the AQA GCSE Science course. The first modules covered will be B1.1 (Cell Structure), C1 (Atomic Structure) and P1 (Energy). Each module will be assessed using mid-module progress checks and an end of topic test)

## SPRING TERM

In the Spring term students will continue to work on the first three modules of the AQA Science course; B1.1 (Cell Structure), C1 (Atomic Structure) and P1 (Energy). After completing these modules students will start work on modules B1.2 (Cell Division) and C2 (The Periodic Table). At the end of the spring term, students will sit an assessment of the GCSE work covered up until this point which will help identify students' suitability for choosing triple Science in their Year 10 options.

## SUMMER TERM

In the summer term students will complete two more modules of the AQA GCSE Science course. These modules are B1.3 (Transport in Cells) and C3 (Structure and Bonding). All of the GCSE content covered in Year 9 will form part of the required learning for the GCSE exams which students will sit in Year 11.

## HOW YOU CAN SUPPORT YOUR CHILD:

- Students will focus on developing their research and presentational skills through the context of 'Big questions' in Science, leading to a final individual research project negotiated with their teacher. Each topic will focus on how Scientists think, particularly in terms of ethical considerations, data analysis and creative reasoning in Science. The emphasis of these topics is very much on independent research and students will be encouraged to carry out their own enquiries arising from work in class.

# SECURE

## THROUGHOUT THE YEAR

In year 9 SECURE, students have the opportunity to choose the subject they study in each of the three terms. Some students will be guided into English, Maths or Literacy and Numeracy at different points throughout the year but will have some choice.

The SECURE options are:

- English
- Drama
- ICT
- Literacy/Numeracy (Catch Up)
- Maths
- Media
- Music
- PE
- Spanish

# TECHNOLOGY

## WINTER TERM

In the first term in Design Technology students will work on two Enquiry Challenges.

For the first students will design and eco house:

The first challenge will be based on sustainable housing. Students will learn about how modern eco houses are constructed and then compare them with houses from the past. They will explore modern sustainable materials and consider other sustainable features that they could include in their own design of their eco house. They will consider their own carbon footprint and figure out ways to reduce it.

The second enquiry challenge is also based upon architecture; however, in a very different context. Students will explore a range of structures to determine what makes a safe and reliable building. They will do this through exploring the exciting theme and context we have set this work in. The challenge will be to create a building that can stand on very uneven or complicated terrain.

## SPRING TERM

During the spring term students will be continuing to work on a range of Technology Challenges that involve investigations into a range of materials and associated processes. The work will be set within the context of designing and making and there will be an emphasis on innovation. Home learning booklets are issued separately and students have a choice of activities.

## SUMMER TERM

During the spring term students will be continuing to work on a range of Technology Challenges that involve investigations into a range of materials and associated processes. The work will be set within the context of designing and making and there will be an emphasis on innovation. Home learning booklets are issued separately and students have a choice of activities.

