YEAR 9
CURRICULUM GUIDE 21/22

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. Subjects 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. Students develop their observation drawing and painting skills using a range of media such as pencils, Biro, oil pastel and watercolour, to create detailed and 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 to show refinement.

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 mixed media portraits in response to these artists and plan and design outcomes inspired by the theme of North East Icons. Students will also explore portrait and figure drawing, learning about proportion and placement of facial features in hand made sketchbooks.

SUMMER TERM

During this term students will refine and build on their skills using pencil, paint and coloured pencil to create narrative compositions to depict an event in the life of their chosen North East Icon. They will complete their North East Icon narrative project by producing a sustained large scale mixed media piece inspired by the work of Grayson Perry.

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.

COMPUTING

WINTER TERM

In the first term, students will learn all about e-safety and the laws and ethics which impact and underpin the world of Computing. This will be done by looking into the key aspects of the story/ film 'Ready Player One'.

Students will then learn more programming content, building on any previous content learned in KS3 by learning the text-based programming language, Python.

The units studied this term are:

- I'm a Cyber Protection Officer
- I'm a Computer Programmer.

SPRING TERM

During the second term, students will learn graphic creation and editing skills, developing graphics, to promote a new game release. They will then contrast this with the inner workings of a computer, learning the fundamentals of computer Science, including binary, and hexadecimal number bases.

The units studied this term are:

- I'm a Game Designer
- I'm a Computer Scientist.

SUMMER TERM

During the final term, students will bring together their skills from throughout the year, combining knowledge of the course and option choices they have made for GCSE level to develop a small game.

The units studied this term are:

- I'm a Computer Scientist
- I'm a Game Developer.

ENGLISH

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 French festivals, as this is a GCSE topic. 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

In year 9 Humanities is divided into History and Geography lessons. The Religious Studies topics are taught within each History and Geography lessons.

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.

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.

GEOGRAPHY: Is the geography of Russia a blessing or a curse? In this final unit, students will explore the diversity of Russia's physical and human geography. Students will explore both Russia's climate and ecosystems and how this influences where people live. Furthermore, students will explore Russia's history with fossil fuels and the controversial nuclear power industry whereby they will examine the devastating disaster that was Chernobyl. Finally, students will assess Russia's role in the 21st century as a growing global superpower.

SPRING 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.

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.

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

SUMMER TERM

HISTORY: USA: Heroes or Villains This module covers a vast historical period by considering the actions of individuals and their effects on wider world development. It gives students an understanding of American progress since the turn of the 20th century by visiting themes that are key to its development into a superpower. The lessons focus on both analytical and oracy skills, allowing teachers to tailor the lessons to their classes and promote a love of learning.

GEOGRAPHY: Factfulness The Factfulness module aims to address misconceptions that students may have about the world in which they live, for example 'All of Africa is poor'. The lessons are based around the book 'Factfulness' by Hans Rosling, creator of Gapminder, who's aim was to demonstrate that world is not all 'doom and gloom' and in fact the world is slowly but surely getting better over time.

Students will explore how the media has a big role to play in what they perceive to be the 'truth' as well as having an opportunity to develop graphical, numerical and speaking/listening skills.

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 and a game. This will involve learning how to embed different forms of media and assets into a website/game, 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.

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 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. They will use standard form to express very large and small numbers, converting between standard form and ordinary numbers.

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. Students will learn to write expressions, equations and formulae to represent relationships in a given context and use informal substitution to find the value of one variable given other values. They will 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 bisectors or lines and angles. 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° and find and use the formulae for both interior and exterior angles of polygons.

Half Term 4: Students will learn to form and solve linear equations in one unknown, including those where the unknown appears on both sides and those involving fractions and brackets. They will be able to express relationships using inequality notation and form and solve linear inequalities in one unknown. 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.

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.

MATHEMATICS

SUMMER TERM

Half Term 5: Students will understand and use the probability scale from 0 to 1, using the language associated with probability. They will understand the relationship between relative frequency and theoretical probability 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.

Half Term 6: Students will learn to enlarge shapes from a given centre, with and without coordinate grids. They will 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, rotate a shape about a centre and identify the type of transformation carried out by comparing an object and image. Finally, students will investigate the trigonometric ratios using similar triangles.

PHYSICAL EDUCATION

In the current climate, we are following all the advice from the various sports governing bodies and adapting activities accordingly. We are aiming to deliver as varied a programme as possible covering a range of sporting areas, such as netball, volleyball, fitness, badminton, table tennis, hockey, rounders and athletics for the girls and basketball, fitness, rugby, table tennis, football, badminton, athletics and tennis for the boys.

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.

PSHE

WINTER TERM

Tutor Work: Students will start their tutor work looking at how the will transition into the SLV. This will then move on to anti-bullying, banter vs bullying and the influence of the Media. They will then explore topics looking at lifestyle including themes of inactivity, Diet and lifestyle, Exercise, Sleep and Food labelling.

Well Being Day: Their first Well Being Day will link through to their tutor work on media influence and they will spend the day as newspaper reporters investigating a shocking story and interviewing the people involved to help write their article. Their second Well Being Day will look at Careers as they begin to plan their subject choices for Year 10.

SPRING TERM

Tutor Work: Students will spend tutor work looking at British Values as well as making informed decisions to tie in with their previous Well Being Day regarding careers and subject choices for Year 10 and 11.

Well Being Day: Their third Well Being Day will cover areas of Crime and Punishment looking at the UK justice system and the processes involved from crime to sentence. They will follow a case study and discuss the potential outcomes of the decisions made by the main character. Their fourth Well Being Day will look at relationships.

SUMMER TERM

Tutor Work: In their final term students will cover a range of personal issues regarding reacting and responding to change, exploring coping strategies to do with chance and the potential stresses of the years to come as they embark on their subject choices. They will also cover the topic of gender identity as well as LGBTQ+ themes and issues.

Well Being Day: Their final Well Being Day covers the topic of drugs and smoking.

SCIENCE

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 thee 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
- Food
- 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 summer 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.