YEAR 9
CURRICULUM GUIDE 23/24

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 a range of artists . They will create several mixed media portraits in response to these artists and plan and design outcomes inspired by the theme of portraits. Students will also explore portrait and figure drawing, learning about proportion and placement of facial features.

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 the life, interests and career path of a chosen member of staff in school. They will complete their project by producing a sustained large scale narrative mixed media piece inspired by the work of Grayson Perry.

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 a modern novel, such as Lord of the Flies or Lark. 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 relationship between key characters and how this changes across the text, mirroring the GCSE Literature course students will begin next year. After October half term, students will study narrative writing. Here, students will continue to practise reading for meaning and analysing language, using a range of sophisticated short stories as inspiration for their own creative writing. For their assessment, students will write a narrative of their own in timed conditions.

SPRING TERM

After Christmas, students begin a poetry unit where they will analyse poems relating to a range of themes and poets that they will also encounter on the GCSE Literature course. Throughout this unit, pupils will develop their analytical skills by reading between the lines, exploring 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 compare two poems independently. After February half term students will study non-fiction texts around the theme of 'Young Voices' and practise writing speeches, letters and articles. As part of this, students will develop their ability to write skilfully constructed, entertaining articles and speeches. For their assessment, students will be asked to write a non-fiction text in timed conditions.

SUMMER TERM

In the summer term, pupils study Shakespeare's 'Romeo and Juliet'. Learners will spend time reading, analysing and discussing the techniques used by the playwright 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. This will help to prepare them for the study of a different Shakespeare play at GCSE.

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, practising giving opinions, telling the time and discussing their future plans.

SPRING TERM

In the first term, students will focus on the topic of technology, discussing how they use it in daily life. Students will practice their speaking skills. With GCSE options being made at this time, students will then study a module based around the world of work and careers.

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.

GEOGRAPHY

WINTER TERM

Is the geography of Russia a blessing or a curse?

As we start our final year of KS3 Geography, we look at the topic: 'Is the Geography of Russia a blessing or a curse?' Within this module, students will explore the diversity of Russia's physical and human geography; they will examine both Russia's climate and ecosystems and how this influences where people live. Furthermore, students will look at Russia's history with fossil fuels and the controversial nuclear power industry whereby they will examine the devastating disaster that was Chernobyl. Finally, given the current geopolitical affairs, we will look at the current conflict situation and the impact this is having on these countries.

SPRING TERM

How is Asia being transformed?

In this unit, students will investigate how countries in Asia are evolving and adapting to domestic and global issues such as population increase, climate change and growing economic strength. They will investigate the human and physical geography of Asia and then focus on key factors which have an influence on the continent such as the monsoon season, flooding, population policies and the changing economic sectors within China, as a country with growing significant influences. The module aims to introduce students to topics and ideas that will challenge their thinking and evaluatory skills.

SUMMER TERM

Factfulness

The Factfulness module is based on the book of the same name by Hans Rosling, creator of Gapminder, who's aim was to demonstrate that the world is not all 'doom and gloom' and in fact the world is slowly but surely getting better over time. The module asks students to critically asses their own thinking and view of the world and look at global issues through a different lens. This is a non-examined module; we want students to explore how the media has a big role to play in what they perceive to be true as well as having an opportunity to develop graphical, numerical and speaking/listening skills.

HISTORY

WINTER TERM

History: Race in the USA

This unit provides an introduction to a range of historical skills by building on prior knowledge (British Empire: slavery). It highlights the impacts of the British Empire on global history and incorporates social, moral and cultural development through the consideration of racism as a concept. It is a breadth study that leads students to consider the importance of Black History Month and offers context to both the pastoral agenda, and the Year 9 English curriculum.

SPRING TERM

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.

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.

SUMMER TERM

The Cold War

This unit will secure knowledge of political ideologies to prepare students for GCSE History. It will focus on events in Asia to expand the breadth of KS3 history. Students will continue to develop a range of source analysis techniques.

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.

MATHEMATICS

WINTER TERM

Half Term 1: Students will recap converting between fractions, decimals and percentages. They will understand and use the probability scale from 0 to 1, using the language associated with probability. Students will understand the relationship between relative frequency and theoretical probability and systematically list outcomes using a variety of representations. They will use Venn diagrams and understand the meaning of union and intersection and construct and use frequency and probability tree diagrams.

Half Term 2: Students will work on algebraic manipulation, including some revision of solving linear equations. They will use some formal algebraic manipulation methods such as equation scaling and addition and subtraction of equations. Students will learn to solve simultaneous equations by adding or subtracting to remove a variable. They will then learn to solve a pair of simultaneous equations by substituting one equation into the other. Students will then look at solutions to simultaneous linear equations as the single point (coordinate) that both lines pass through.

SPRING TERM

Half Term 3: Students revisit angle theorems, including angles at a point, on a line and within parallel lines. They will learn about the sum of the interior angles in a triangle as well as the sum of the interior angles in any polygon. Students will learn to calculate the interior and exterior angles in a regular polygon. They will learn to use the standard ruler and compass constructions for bisectors of lines and angles. Students will learn to accurately construct triangles and use the criteria for congruent triangles. They will prove and use Pythagoras' Theorem to find missing sides in right-angled triangles.

Half Term 4: Students will learn to describe proportional relationships using ratios and fractions. They will be introduced to similar shapes and understand that corresponding angles in similar shapes are equal and the corresponding lengths are in the same ratio. Students will learn to find scale factors and constants of proportionality and use them to find missing side lengths. They will learn to enlarge shapes from a given centre, with and without coordinate grids. Finally, students will investigate the trigonometric ratios using similar triangles.

MATHEMATICS

SUMMER TERM

Half Term 5: Students will focus on simplifying algebraic expressions, using conventions for multiplication and division, collecting like terms, and expanding and factorising a single bracket. They will learn that quadratics are expressions and equations that include a squared variable and be able to identify the shape of a quadratic graph. Students will learn to evaluate quadratic expressions for a given value, and use these values to plot graphs of quadratic equations. Students will then apply their knowledge of expanding single brackets, to expanding the pr index laws, looking at multiplication, division, and raising to further powers, product of two or more binomials.

Half Term 6: Students are introduced to rational and irrational numbers, and surds. They will learn to understand surd notation and begin to manipulate surds. Students will learn to use index notation and understand the impact of negative indices and an index of zero. They will investigate index laws, looking at multiplication, division, and raising to further powers. Students are then introduced to numbers written in standard form as tools to consider and compare very large and very small numbers. They will use decimal multipliers to find percentages of amounts, and increase and decrease by a given percentage. Students will also learn to calculate repeated percentage change, such as compound interest.

PHYSICAL EDUCATION

In the final year of the KS3 PE programme, we offer the opportunity for students to participate in a wide range of sporting activities. Within their PE class, students will rotate activities every 8 lessons throughout the year. Students will develop their own sporting competence, be physically active in individual and team sports and also engage in various levels of competition.

Students will extend their knowledge and advance their skills in some activities which they have done in Year 7 and 8, whilst also transferring their core skills to new sports. Students will cover a wide range of sports from a programme which includes activities such as volleyball, basketball, table tennis, fitness suite and tennis.

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.

RELIGIOUS STUDIES

WINTER TERM

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

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.

SCIENCE

WINTER TERM

In Year 9 students will begin GCSE content (AQA) The first module covered will be B1 (Cells) Each module will be assessed using mid-module progress checks, an end of topic test and pre-review assessments to help inform progress data. 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.

SPRING TERM

Students will continue with the first topics of GCSE Science, moving on to C1 (Atomic Structure) and P1 (Energy) Towards the end of the Spring Term, continuing assessment data will help begin to identify students`suitability for choosing triple Science in their Year 10 options.

SUMMER TERM

In the summer term students will complete P1 (Energy) and then begin the Chemistry units C9 and C10, (Using our Resources) and (The Earth's Resources). Retrieval and consolidation of knowledge will be essential for students, and there will be regular assessments throughout the year to check student's progress.

TECHNOLOGY

THROUGHOUT THE YEAR

Students will carousel through four enquiry challenges, each enquiry challenge will last nine weeks.

Enquiry Challenge 1: Design an eco house

The students will research their own carbon footprint, learn about a range of materials and understand the meaning of embodied energy. They will compare and contrast a conventional gas central heating system with one that harnesses solar power. They will then design their dream eco house. This project is led by Miss Porter.

Enquiry Challenge 2: Learning about how real designers design and manufacture things using CAD/CAM

Students will learn why and when real designers use CAD systems to create designs and how and when CAD systems are created to manufacture products. Students will create architectural and furniture designs using Google sketchup and then design and make a product from timer based materials or polymer based material (Jewellery, Christmas tree decorations or a product of their own choice). This enquiry challenge is led by Miss Harle

Enquiry Challenge 3: Working with hard materials

Students will research a range of materials and consider their ability to withstand potential forces and stresses. They will then design a set of kitchen utensils made from a hardwood. Students will gather knowledge of the mechanical and physical properties of materials. This enquiry challenge is led by Mr Whalley

Enquiry Challenge 4:

Students will learn a wide range of drawing skills, including: Isometric Projection, Cabinet Oblique, free hand sketching and 'crating'. They will also learn how to create very high quality hand drawings using these technical skills. The students will learn how to 'render' their drawings in order to make them look like a realistic representation of their designed product. Finally, the students will learn more advanced skills such as how to calculate the geometry and direction of shadow. This enquiry challenge is led by Mr Patrick.