



# The JF Way

#nothingshortofremarkable

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## Year 9 Curriculum Summary: Term 1

The table below shows the knowledge and skills that Year 9 students are learning in their subjects this term.

Topic / Knowledge	Skills
<b>Art and Design</b>	
Surrealism. Knowledge of surreal artists, Knowledge of contemporary artists inspired by Surrealism	Observational drawing skills Tonal skills in pencil, pen, pencil crayon and paint Designs inspired by surreal artists Analysis of artists techniques and style Compositional skills
<b>Computing</b>	
Cyber Security	Students will be investigating cyber attacks and studying UK law surrounding computer science. They will build up knowledge of this topic whilst looking at how best to analyse a case study.
<b>Design and Technology</b>	
<b><i>Student will rotate around the following three subjects as a carousel through the three terms:</i></b>	
<b>Food Preparation &amp; Nutrition – Special Diets</b> Understand how fats are used to shorten pastry Be able to understand the function, sources and deficiency of HBV and LBV Enrichment of bread to suit specific dietary requirements Be able to explain the theory of gelatinisation The use of steam of a raising agent Comparison of the nutritional requirements of teenagers and the elderly Calculating the cost and nutritional content of a special diet dish Planning and presenting a dish for someone who has a special diet	Learn how to use Bain Marie
<b>Board Game</b> How to carry detailed analytical research into a range of exiting products To develop a theme and concept for a board game with specifically design characters Design a product that to be produced commercially and understand different scales of production Understand the concept of iterative design, and how to critically evaluate each stage Translation of 2D measurements into 3D objects Understand the need for tolerances to produce work to a high degree of accuracy To evaluate the advantages and disadvantages of computer aided design	Be able to use computer software to render and modify surface graphics Selection of correct tools and materials suitable for each component



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<p><b>Acrylic Clock</b>            Be able to identify and analyse a range of different artists and art movements            Use the work of others to influence design so that product is "In the style of"            To evaluate existing products in depth using ACCESSFM            Understand the difference between permanent and temporary mechanical fasteners            Understand the limitations and applications of acrylic            To know the different properties and applications of thermoplastic and thermosetting materials</p>	<p>Utilise "Extend the Range" technique to generate innovative and creative ideas            To develop a full size, detailed prototype to evaluate chosen design idea            Learn how to cut, shape and smooth acrylic pieces            To appreciate the need for a high degree of accuracy to generate a high-quality outcome</p>
<b>Drama</b>	
<p>Devising Performing            Devising workshops</p>	<p>Mini performance assessments using exam criteria for C1, consolidating our understanding of different style/genres</p> <p>Stimulus &amp; style exploration</p> <p>Rehearsal &amp; Performance techniques            understanding of different style/genres</p> <p>Discourse structure, iambic pentameter, trochaic tetrameter, syntactic parallels, intertext, developing a knowledge of how to construct a line of enquiry throughout.</p>
<b>English</b>	
<p><b>Whole Class Novel: The Woman in Black</b>            A whole text study of The Woman in Black, with a focus on the Gothic as a genre, reading skills and Susan Hill's employment of various descriptive methods.</p> <p><b>Non-fiction Writing: wealth, poverty and the environment.</b>            Exploration of non-fiction texts that focus on distribution of wealth, inequality and environmental change with a writing focus. Opportunities for debating/public speaking.</p>	<p>SLAMPOPS techniques, descriptive details, genre conventions of the Gothic, essay-writing skills.</p> <p>DAFOREST – opinion, fact, anecdote and statistics. Integrating description into persuasive writing.</p>
<b>French</b>	
<p><b>Future plans:</b>            Talking about earning money            What you want to do when you are older            Talking about what you will do in the future            What things will be like in the future            Describing an inventor</p>	<p>Using pouvoir, devoir and vouloir, the future tense, questions in 3 different tenses.            Listening, Speaking, Reading and Writing</p>



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<b>German</b>	
<p><b>Ambitions:</b></p> <p>Crazy ambitions</p> <p>Reasons for doing jobs</p> <p>What you would like to be or do</p> <p>Working in a ski resort</p> <p>Voicemail messages</p>	<p>The conditional tense, um...zu, word order (verb 2<sup>nd</sup>), in and auf with the accusative and dative</p> <p>Listening, Speaking, Reading and Writing</p>
<b>Geography</b>	
<p><b>Unit 1- Risky World</b></p> <p>Natural and Human Hazards in the 21<sup>st</sup> Century</p> <ul style="list-style-type: none"> <li>• What is the difference between a hazard and a risk?</li> <li>• Is the world experience more natural disasters?</li> <li>• What factors affect vulnerability to hazards</li> <li>• Why are people in LIC's more vulnerable to earthquakes?</li> <li>• What are hurricanes?</li> <li>• To what extent was Hurricane Katrina a man-made disaster?</li> <li>• How did using maps reduce the risk of cholera in 1854?</li> <li>• How do Geographers use GIS to fight crime?</li> <li>• How risky is your local area?</li> </ul>	<p>Though an enquiry-based approach; we aim to foster the knowledge of places, spaces and scale by studying countries and particular regions at a variety of scales from local to global. Through the study of places, we integrate the concept of interdependence and how in an ever-increasing globalised world we are connected and rely on other places. Embedded across all units are the physical and human processes that shape our planet from topics such as weather and climate, climate change to globalisation and population change. A theme that is common within and between our topics in Key Stage 3 is how people and places impact on the environment and how the concept of sustainability is considered in different contexts. Cultural understanding and diversity is promoted through Geography, broadening students understanding of the wider world and developing their role as global citizens in the 21<sup>st</sup> Century.</p>
<b>History</b>	
<p><b>Edwardian Britain and World War 1</b></p> <p>Students will gain an understanding of life in Britain and her position in the wider world at the beginning of the twentieth century through a study of the Titanic and the suffragettes. They will consider both the long and short term causes of WW1. They will learn about how the government recruited and trained men to fight and what conditions were like in the trenches. They will focus on the part played by soldiers from the Empire and use the Battle of the Somme as a case study to gain an understanding of the pitfalls of trench warfare. Finally, they will consider the potential the Treaty of Versailles had to maintain peace after 1918.</p>	<p>Students will be taught second order concepts including cause and consequence, similarity and difference, change and continuity as well as significance. Students will be expected to consider a wide array of source material to understand the motivations of those willing to join up. They will develop their ability to judge how useful sources are in learning about a particular aspect of war. Students will be able to study differing interpretations of trench life and learn how to apply contextual knowledge to judge how convincing these interpretations are. They will be afforded the opportunity to consider the similarities and differences between this war and earlier examples studied.</p>



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<b>Mathematics</b>	
<p>Students in Year 9 will study a range of topics from each of the core Mathematical strands: Number, Algebra, Geometry, Ratio and Proportion and Statistics.</p> <p>To navigate the transition from Key Stage 3 to GCSE Mathematics, students will begin to gain familiarity with GCSE style exam questions and develop both their problem-solving skills and understanding of real-life Maths.</p> <p>In Term 1 we provide students with the opportunity to revisit and master topics from Year 7 and 8 Number and Geometry before developing skills in applying their knowledge to problems in context and solving problems within mathematical and real-life contexts.</p>	<p>Review and extension of algebra including:</p> <ul style="list-style-type: none"> <li>• using conventional notation and vocabulary</li> <li>• expanding single and double brackets</li> <li>• factorisation of expressions</li> <li>• solving equations.</li> </ul> <p>Review and extension of number theory including:</p> <ul style="list-style-type: none"> <li>• the four operations with fractions, decimals and negative numbers with an emphasis on problem solving.</li> <li>• Rounding using significant figures</li> <li>• Estimation and accuracy</li> <li>• Factors and Multiples including prime factor decomposition and systematic listing strategies.</li> </ul>
<b>Music</b>	
Samba	<p>Composing</p> <p>Listening</p> <p>Ensemble</p> <p>Performance</p>
<b>Physical Education</b>	
<p>Handball</p> <p>Football</p> <p>Basketball</p> <p>Rugby</p> <p>Table Tennis</p>	<p>Further improvement of ball mastery and skill technique.</p> <p>Outwitting an opponent and start to explore tactical advantages of team sports.</p> <p>Leading warm ups and skill-based activities to promote leadership qualities and confidence amongst peers.</p>



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<b>Science</b>	
Cells Atomic structure Energy	Further development of science skills, which include: <ul style="list-style-type: none"> <li>• Planning investigations: writing detailed methods, naming specific apparatus and safety precautions</li> <li>• Conducting investigations, including working safely with acids and alkalis, Bunsen burners, electrical equipment and microscopes</li> <li>• Analysing data, including finding and describing errors, plotting graphs and explaining trends, and drawing lines of best fit</li> </ul> Further mathematical skills: <ul style="list-style-type: none"> <li>• Rearranging equations for worded tasks</li> <li>• Identifying and converting units</li> <li>• Calculating averages and ranges</li> <li>• Rounding numbers to a number of significant digits</li> <li>• Presenting answer in standard form</li> </ul>
<b>Personal Development</b>	
<b>Half term 1 – Essential life skills and body confidence</b> From failure to success Importance of happiness Saving and managing money Social media and online stress Self-esteem changes What is a penis/vulva?  <b>Half term 2 – Body confidence and Combatting extremism and terrorism</b> HBT bullying and all its forms Media and airbrushing Cancer prevention and healthy lifestyles What is terrorism? The radicalisation process Counter terrorism Anti-semitism	Students will be able to highlight different money management techniques which they can use during their life. They will also be able to discuss the impact that online stresses can have. Students will then develop this knowledge as it leads into how online pressures can alter their self-esteem. Students will know what HBT bullying is and what impact this can have on people. Students will then be able to express and discuss what terrorism is, and how was can combat this.