



The JF Way

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Year 9 Curriculum Summary: Term 2

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

| Topic / Knowledge | Skills |
|--|---|
| Art and Design | |
| TOPIC/KNOWLEDGE Explore and Experiment Knowledge of Agnes Cecile In the News Understanding of meanings in Art | SKILLS Drawing skills with ink Photoshop skills Compositional skills Research, analytical and evaluative skills |
| Computing | |
| TOPIC/KNOWLEDGE Python Artificial Intelligence | SKILLS Python – Students will finish their second unit of python programming at KS3. It will teach them some more advanced skills in procedural programming giving them a strong foundation for the future. Artificial Intelligence - Students learn how the modern world is affected both positively and negatively by the implementation of AI and where these developments may end up with the implementation of further AI technology. |
| Design and Technology | |
| Student will rotate around the following three subjects as a carousel through the three terms: | |
| TOPIC/KNOWLEDGE Food Preparation & Nutrition – Special Diets 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 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 Using gelatinisation to thicken a sauce Steam as a raising agent | SKILLS The melting method. Shaping and binding a wet mixture. Reduction and roux sauces. Setting mixtures through protein denaturation and coagulation. Making and rolling a whisked sponge. Pastry lamination. Evaluating practical work. |



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| <p>Board Game</p> <p>How to carry detailed analytical research into a range of exiting products</p> <p>To develop a theme and concept for a board game with specifically design characters</p> <p>Design a product that to be produced commercially and understand different scales of production</p> <p>Understand the concept of iterative design, and how to critically evaluate each stage</p> <p>Translation of 2D measurements into 3D objects</p> <p>Understand the need for tolerances to produce work to a high degree of accuracy</p> <p>To evaluate the advantages and disadvantages of computer aided design</p> | <p>Be able to use computer software to render and modify surface graphics</p> <p>Selection of correct tools and materials suitable for each component</p> |
| <p>Lamp Project</p> <p>Understand how electronic systems work</p> <p>Understand vacuum forming as a manufacturing process</p> <p>To generate a range of design ideas that meet the needs and wants of a specific user</p> <p>To generate a prototype of a chosen design idea.</p> <p>To understand how to solder electronic components to a PCB</p> <p>Understand the limitations and applications of acrylic</p> <p>To know the different properties and applications of thermoplastic and thermosetting materials</p> <p>To understand how rapid prototyping can be used during prototyping and manufacturing</p> | <p>Utilise “Extend the Range” technique to generate innovative and creative ideas</p> <p>To develop a full size, detailed prototype to evaluate chosen design idea</p> <p>Learn how to solder components to a PCB</p> <p>Learn how to use the vacuum former to mould a complex shape</p> |
| Drama | |
| <p><i>TOPIC/KNOWLEDGE</i></p> <p>Text in Practice</p> <p>Introduction to the script Nought and Crosses.</p> | <p><i>SKILLS</i></p> <p>Working from a script</p> <p>Vocal skills</p> <p>Characterisation</p> <p>Proxemics</p> <p>Dramatic intention</p> <p>Working collaboratively</p> |



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| English | |
| <p><i>TOPIC/KNOWLEDGE</i></p> <p>Non-fiction Writing 18 lessons In Mrs Cocking’s unit, students will be exploring non-fiction texts that focus on distribution of wealth, inequality and environmental change with a writing focus. There will be opportunities for debating and practising public speaking skills built in.</p> <p>Writing Dystopian Fiction 15 lessons In this Dystopian Fiction unit, students will study a range of extracts from dystopian fiction classics like <i>Lord of the Flies</i>, <i>The Lottery</i> and <i>1984</i>, and modern examples of the genre like <i>The Hunger Games</i> and <i>The Maze Runner</i>. The assessment takes the form of an extended written narrative.</p> | <p><i>SKILLS</i></p> <p>Skills focus:</p> <ul style="list-style-type: none"> • DAFOREST – opinion, fact, anecdote and statistics. • Integrating description into persuasive writing. • TIPTOP paragraphs • Narrative voice • Extended metaphors • Aristotelian structure |
| French | |
| <p><i>TOPIC/KNOWLEDGE</i></p> <p>French Module 3 Content: Who am I? Revising family and describing people Revising places in town and activities Talking about friends and what makes a good friend Family relationships Arrangements to go out A night with friends Life when you were younger Discussing role models</p> | <p><i>SKILLS</i></p> <p>French Module 3 Skills Irregular verbs in the present tense, reflexive verbs in the present tense, using the near future, using the perfect, using the imperfect tense, using the present, perfect and imperfect tenses.</p> |
| German | |
| <p><i>TOPIC/KNOWLEDGE</i></p> <p>German 15th April – 19th July Musik ist mein Leben Types of music Leisure activities Reading habits Television and film Sport in Switzerland Describing festivals Singing/playing in a band Different bands A music festival</p> | <p><i>SKILLS</i></p> <p>German Using nouns and articles, adverbs of frequency and verbs, preferences – gern, lieben, am liebsten, plural nouns, the conditional, using several tenses together, reflexive and separable verbs in the perfect tense</p> |



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| Geography | |
| <p><i>TOPIC/KNOWLEDGE</i> <u>Threatened World – A connected Planet – Globalisation.</u></p> <p>How are we connected to people and places through trade? What are the impacts of globalisation on people and places?</p> <p>Pupils are to initially explore the concept of globalisation and what connects the people on our planet. The focus will then move to how our ‘stuff’ links us to different parts of the world, especially the NICS like China, India and Bangladesh for example.</p> <p>Investigate the reasons for rapid growth of manufacturing in the NICS and the positives and negatives this brings to people and places including Sweatshops.</p> <p>Investigate the rise of Trans National Corporations and their ‘footprint’ on the planet.</p> | <p><i>SKILLS</i></p> <p>Through 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 21st Century.</p> |
| History | |
| <p><i>TOPIC / KNOWLEDGE</i> <u>Kennedy Assassination and the Interwar Years</u></p> <p>Students will gain an understanding of a significant society or issue in world history and its interconnections with other world developments. They will consider the main challenges facing America in 1960s, including the growth of the Civil Rights movement and the impact of the assassination of President Kennedy in 1963. They will learn about how the government appointed the Warren Commission to investigate and consider how useful their findings were. They will then focus on the impact of World War One and consider what changes were wrought by war through a study of the Russian Revolution as well as the experiences of people in both America and Britain in the interwar period.</p> | <p><i>SKILLS</i></p> <p>Students will continue to focus on 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 controversy surrounding the assassination of Kennedy. They will develop their ability to judge how useful the Warren Commission is in finding out the truth behind the assassination. Students will be able to study differing interpretations of the Russian Revolution and learn how to apply contextual knowledge to judge how convincing these interpretations are. They will be afforded the opportunity to consider the level of change and continuity created as a result of the impact of World War One.</p> |
| Mathematics | |
| <p><i>TOPIC/KNOWLEDGE</i></p> <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><i>SKILLS</i></p> <p><u>Higher Tier</u></p> <ul style="list-style-type: none"> Interpret percentages and percentage changes as a fraction or decimal and interpret these multiplicatively. |



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| <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 the Spring half terms 3 and 4 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> | <ul style="list-style-type: none"> • Express one quantity as a percentage of another. • Compare two quantities using percentages. • Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres. • Calculate the perimeter of a 2D shapes and composite shapes. Find the surface area of pyramids and composite shapes. • Know and apply formulae to calculate area of triangles, parallelograms and trapezia. • Plot and interpret graphs (including reciprocal graphs and exponential graphs) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration including problems requiring a graphical solution. • Interpret the gradient of a straight-line graph as a rate of change. <p>Foundation Tier</p> <ul style="list-style-type: none"> • Interpret and construct tables, charts and diagrams for categorical data such as frequency tables, bar charts and pie charts. • Interpret and compare the distributions of data sets through appropriate graphical representation. • Know and understand the terms primary data, secondary data, discrete data and continuous data. <ul style="list-style-type: none"> • Generate terms of a sequence from either a term-to-term or a position-to-term rule. • Recognise different types of sequence such as triangular, square and cube numbers, Fibonacci type sequences. • Calculate the nth term of a linear sequence. • Interpret percentages and percentage changes as a fraction or a decimal. • Express one quantity as a percentage of another. • Compare two quantities using percentages. • Interpret fractions and percentages as operators, including interpreting percentage problems using a multiplier. • Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres. • Calculate the perimeter of a 2D shape and composite shapes. • Calculate the area of composite shapes. |



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| | <ul style="list-style-type: none"> Know and apply formulae to calculate area of triangles, parallelograms and trapezia. |
| Music | |
| <i>TOPIC / KNOWLEDGE</i> Film Music | <i>SKILLS</i> Composing / performing |
| Physical Education | |
| <i>TOPIC/KNOWLEDGE</i> HRF Table tennis Netball Rugby Basketball | <p><i>SKILLS</i></p> <p>HRF – To understand the importance of measuring the different states of heart rate (bpm) and how this correlates with intensity. What are the different thresholds of exercise training and how will this impact an athlete's fitness progress?</p> <p>Other sports – Start building a tactical understanding of the sport, with an emphasis on outwitting an opponent. This is to prepare pupils for the practical demands of KS4 examination PE. Promoting a love for healthy and active lifestyles through various methods.</p> <p>Racket sports – To learn and understand the rules of table tennis, further develop the basic techniques and gain a tactical awareness of the sport through shot selection to outwit an opponent.</p> |
| Science | |
| <i>TOPIC/KNOWLEDGE</i> Separating mixtures Electric circuits Transport in cells | <p><i>SKILLS</i></p> <p>Further development of science skills, which include:</p> <ul style="list-style-type: none"> Planning investigations: writing detailed methods, naming specific apparatus and safety precautions Conducting investigations, including working safely with acids and alkalis, Bunsen burners, electrical equipment and microscopes Analysing data, including finding and describing errors, plotting graphs and explaining trends, and drawing lines of best fit <p>Further mathematical skills:</p> <ul style="list-style-type: none"> Rearranging equations for worded tasks Identifying and converting units Calculating averages and ranges Rounding numbers to a number of significant digits Presenting answer in standard form |



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| Personal Development (PD) | |
| <p><i>TOPIC/KNOWLEDGE</i></p> <p>Legal and illegal drugs: Students will learn about different types of addiction and learn about different illegal substances. Students will learn what a 'party' drug is.</p> <p>Sex, the law, and consent: Students will know what consent is. Students will learn about FGM and the law, and STIs.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p> | <p><i>SKILLS</i></p> <p>Students will build on prior knowledge about sex and relationships.</p> |