



The JF Way

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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
Art and Design	
Food Unit 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 collage artists Collage and tonal skills Analysis of artists techniques and style Designs inspired by surreal artists Compositional skills
Computing	
Python Programming	Variables If Statements While and For Loops Arrays Algorithms
Design and Technology	
<i>Student will rotate around the following three subjects as a carousel through the three terms:</i>	
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 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 Mairé



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Graphics: gifts and souvenir 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
Resistant Materials: Lamp project To evaluate existing products in depth using ACCESSFM Understand the difference between permanent and temporary mechanical fasteners Understand different electronic components and their function Understand the limitations and applications of acrylic To know the different properties and applications of thermoplastic and thermosetting materials	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 solder electronic components To appreciate the need for a high degree of accuracy to generate a high-quality outcome Learn how to use the vacuum forming process
Drama	
Devising Performing Devising workshops Knowledge and understanding of practitioner style; Brecht.	Stimulus & style exploration Devising Narration Mime Placards Alienation Breaking the fourth wall. Rehearsal & Performance techniques understanding of different style/genres Evaluation and critical feedback
English	
Whole Class Novel: The Woman in Black 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. Non-fiction Writing: wealth, poverty and the environment. Exploration of non-fiction texts that focus on distribution of wealth, inequality and environmental change with a writing focus. Opportunities for debating/public speaking.	SLAMPOPS techniques, descriptive details, genre conventions of the Gothic, essay-writing skills. DAFOREST – opinion, fact, anecdote and statistics. Integrating description into persuasive writing.
French	



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Future plans: 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	Using pouvoir, devoir and vouloir, the future tense, questions in 3 different tenses. Listening, Speaking, Reading and Writing
German	
Ambitions: Crazy ambitions Reasons for doing jobs What you would like to be or do Working in a ski resort Voicemail messages	The conditional tense, um...zu, word order (verb 2 nd), in and auf with the accusative and dative Listening, Speaking, Reading and Writing
Geography	
Unit 1- Risky World Natural and Human Hazards in the 21 st Century <ul style="list-style-type: none"> • What is the difference between a hazard and a risk? • Is the world experience more natural disasters? • What factors affect vulnerability to hazards • Why are people in LIC's more vulnerable to earthquakes? • What are hurricanes? • To what extent was Hurricane Katrina a man-made disaster? • How did using maps reduce the risk of cholera in 1854? • How do Geographers use GIS to fight crime? • How risky is your local area? 	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 st Century.
History	
Edwardian Britain and World War 1 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.	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



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	opportunity to consider the similarities and differences between this war and earlier examples studied.
Mathematics	
<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">• using conventional notation and vocabulary• expanding single and double brackets• factorisation of expressions• solving equations. <p>Review and extension of number theory including:</p> <ul style="list-style-type: none">• the four operations with fractions, decimals and negative numbers with an emphasis on problem solving.• Rounding using significant figures• Estimation and accuracy• Factors and Multiples including prime factor decomposition and systematic listing strategies.
Music	
<p>Samba</p> <p>Rock n Roll</p>	<p>Composing</p> <p>Listening</p> <p>Ensemble</p> <p>Performance</p>
Physical Education	
<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>
Science	
<p>Cells</p> <p>Atomic structure</p> <p>Energy</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>



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	<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
Personal Development	
Life Beyond School Importance of happiness Saving and managing money Careers Using Unifrog to explore GCSE choices Health and Wellbeing What is a penis/vulva? HBT Bullying and all its forms Media and Airbrushing Cancer prevention and healthy lifestyles Rights, Responsibilities and British Values What is terrorism? The radicalisation process	<p>Students will be able to highlight different money management techniques which they can use during their life.</p> <p>Students will spend some time considering their option choices and how these might link to future career paths</p> <p>Students will know what HBT bullying is and what impact this can have on people. Students will consider the effect of the media and airbrushing of photographs, which will link on to the importance of living genuine healthy lifestyles rather than worrying social pressures.</p> <p>Students will then be able to express and discuss what terrorism is, and how was can combat this.</p>
Religious Education	
Students will be studying the 'Just War' topic	In this topic, students will explore the criteria for a Just War and have the opportunity to apply judgement skills to a variety of interest-grabbing scenarios. Students will learn what the term Pacifist means and will look in detail at the events of the Vietnamese War.
Spanish	
What food you like Mealtimes Ordering a meal What to buy for a party An account of a party Coping strategies when speaking Food in other countries	Using a wider range of opinions, negatives, usted/ustedes, the near future, using 3 tenses together, direct object pronouns