



# The JF Way

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## Year 9 Curriculum Summary: Term 3

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>	
Architecture Knowledge of Stephen Wiltshire Knowledge of the rule of thirds and triangular compositions	Research, analytical and evaluative skills Observational drawing skills tonal skills in pen Ink as a wash. Compositional design skills
<b>Computing</b>	
Image Manipulation with Photoshop  Creating comics	Photoshop: Students will learn about the positive and negative impact image manipulation can have on the world. They will learn how to use image manipulation effectively to change pictures to suit their needs. Comics: Students will create an original character and a multiple page comic. They will develop an understanding of features and conventions of comics and characters as well as knowledge of pre-production documentation. They will also develop technical skills to create the comic.
<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><u>Food Preparation &amp; Nutrition – Special Diets</u></b> <ul style="list-style-type: none"> <li>• Understand how fats are used to shorten pastry</li> <li>• Be able to understand the function, sources and deficiency of HBV and LBV</li> <li>• Enrichment of bread to suit specific dietary requirements</li> <li>• Be able to explain the theory of gelatinisation</li> <li>• The use of steam of a raising agent</li> <li>• Comparison of the nutritional requirements of teenagers and the elderly</li> <li>• Calculating the cost and nutritional content of a special diet dish</li> <li>• Planning and presenting a dish for someone who has a special diet</li> </ul>	Learn how to use Bain Maire



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<p><b>Graphics</b></p> <p>Technical Drawing</p> <ul style="list-style-type: none"> <li>Perspective and Isometric Reconnect (Technological Devices and Buildings)</li> </ul> <p>Events/subscription Pack</p> <ul style="list-style-type: none"> <li>Design Brief</li> <li>Design Specification</li> <li>Research and Investigation (Product Analysis, Questionnaire (Primary))</li> <li>Design Communication</li> <li>Papers and Board (Categories, Uses and Properties)</li> <li>Prototype and Modelling</li> <li>Marketing and Branding (Brand Identity)</li> <li>CAD/CAM (2D Design, Laser cutter, Vectorise)</li> <li>Specialist Processes (2D design, Laser Cutter, 3D printing, Vinyl Cutter, Vacuum Forming)</li> </ul> <p>Written Assessment</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><b>Resistant Materials</b></p> <p>Lighting and electronics Practical Assessment</p> <ul style="list-style-type: none"> <li>Thermoforming and Thermosetting Polymers</li> <li>Electronic systems</li> <li>Rapid prototyping processes (3D printing)</li> <li>Design brief/specification</li> <li>Design Communication</li> <li>Specialist tools, techniques, and processes (vacuum forming, soldering, 3D printing, Tinker CAD/CAM)</li> </ul> <p>Spotify Project</p> <ul style="list-style-type: none"> <li>2D design</li> <li>Specialist Processes (Laser Cutter)</li> </ul> <p>Written Assessment</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 cut, shape and smooth acrylic pieces</p> <p>To appreciate the need for a high degree of accuracy to generate a high-quality outcome</p>
<b>Drama</b>	
<p>Improvisation and Stereotypes</p>	<p>Script work</p> <p>Devising from independent choice of stimuli</p> <p>Accents</p> <p>Comedic timing</p> <p>Improvisation</p> <p>Working collaboratively</p>



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<b>English</b>	
<p><b>Non-fiction Reading: The City</b> 18 lessons In Mr Church's unit, students will be exploring non-fiction texts that focus on cities and the built environment, and the opportunities and challenges that they present. These will include poetry and prose including travel writing and polemics. The assessment will be a series of shorter essays exploring the skills focuses required at GCSE.</p> <p><b>Poetry: The breakdown of society</b> 18 lessons In Miss Hammond's unit, students study a range of important poems and their context, resulting in an extended comparative essay assessment. The contexts include race riots, wealth disparity, racism, and internal conflict.</p>	<ul style="list-style-type: none"> <li>• <i>SKILLS</i></li> <li>• <b>Skills focus:</b></li> <li>• Retrieving explicit and implicit information</li> <li>• Writing summaries</li> <li>• Structuring comparisons</li> <li>• Language analysis</li> <li>•</li> <li>• <b>Skills focus:</b></li> <li>• Identification and analysis of poetic devices</li> <li>• Structuring analytical comparisons</li> <li>•</li> </ul>
<b>Geography</b>	
<p><b>Water World</b> - Rivers shaping the Landscape.</p> <p>A Detailed study of rivers across the UK and wider global landscapes. Studying processes such as Erosion, Transportation and Deposition and investigating how landforms such as waterfall, meanders and ox-bow lakes are formed. Use of Ordnance Survey and mapping tools to investigating rivers on the landscape and how features have changed over time.</p> <p>Flooding causes and how this is managed in the UK with examples of UK events such as the Boscastle and Somerset levels floods. Pupils weigh up the advantages and disadvantages of hard and soft engineering approaches to flood management.</p>	<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>Holocaust, WWII and the Post War World</b> Students will gain an understanding of a significant society or issue in world history and its interconnections with other world developments. They will learn about the reasons for Nazi racial policy and persecution and how this impacted on the lives of the Jews in 1930s before understanding how this treatment changed as a result of</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 dropping of the atomic bomb and to judge how useful sources are in finding</p>



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<p>WWII. They will then focus on the main events of WWII, including Dunkirk, D Day, the Home Front and the role of Churchill as a war leader. They will focus on some of the main issues facing the post war world with a study of the dropping of the atomic bomb in 1945, the Space Race and the Windrush Generation.</p>	<p>out about life on the Home Front in WWII. Students will be able to study differing interpretations of Churchill as a War leader 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 Two.</p>
<b>Mathematics</b>	
<p>After a review and application of some core number skills, students will learn the following topics</p> <p><b>Scatter Graphs</b></p> <ul style="list-style-type: none"> <li>Recognise correlation and know that it does not indicate causation</li> <li>Be able to identify positive vs negative and strong vs weak correlation from scatter graph</li> <li>Make predictions using line of best fit and understand the limitations of predicting from scatter graphs</li> <li>Interpolate and extrapolate apparent trends whilst knowing the dangers of doing so</li> </ul> <p><b>Pythagoras</b></p> <ul style="list-style-type: none"> <li>Understand the theory behind Pythagoras' Theorem and it's uses in calculating missing lengths in right angled triangles</li> <li>Using Pythagoras' theorem to find both the longest and shortest sides of right-angled triangles</li> </ul> <p><b>Standard Form</b></p> <ul style="list-style-type: none"> <li>Understand and use place value when working with very large or very small numbers</li> <li>Convert between ordinary numbers and standard form</li> <li>Multiply and divide numbers in standard form without a calculator</li> <li>Add and subtract in standard form without a calculator by converting to basic number</li> <li>Use a calculator to undertake calculations in standard form and interpret the calculator display</li> </ul> <p><b>Plans, Elevations, Construction and Loci</b></p>	<ul style="list-style-type: none"> <li>In the Summer term we provide students with the opportunity to revisit and master some core number skills taught throughout Year 7 and 8 including probability, fractions, ratio and decimals. They then develop skills in applying their knowledge to problems in context and solving problems within mathematical and real-life contexts.</li> <li>All students will study a two-week financial maths course to develop understanding of credit, debt, budgeting, tax and payslips. The course develops a students knowledge of important financial mechanisms that they will encounter in our their lives, how to be a critical consumer and how to make informed decisions surrounding spending and saving.</li> <li><b>Financial Mathematics</b> – outside the normal curriculum, Year 9 undertake a 4 lesson project that allows them to:</li> <li>Understand key vocabulary surrounding finance including; budgets, credit, debt, inflation, tax and pensions.</li> <li>Understand how to manage money through effective budgeting to meet the cost of living</li> <li>Make connections between the world of work, future economic wellbeing, personal finance and public spending through developing an understand of personal taxation, pensions and inflation</li> </ul>



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<ul style="list-style-type: none"> <li>Construct accurate diagrams using standard ruler and compass techniques</li> <li>Use the standard techniques to construct accurate diagrams to solve loci problems and identify regions of interest</li> <li>Know how to convert 3D diagrams into 2-dimensional plans and elevations</li> </ul>	
<b>Modern Foreign Languages</b>	
<b>French</b>	
<p>GCSE Module 2 Content: Mon clan ma tribu            Talking about your identity            Talking about your weekend routine            Discussing friends and friendship            Describing your favourite celebrity            Talking about positive role models            Talking about celebrations</p>	<p>Module 2            Possessive adjectives <i>mon, ma, mes</i>, emphatic pronouns after prepositions (<i>pour, avec</i>): <i>moi, toi</i>, reflexive verbs in present tense (<i>se lever</i>), possessives adjectives: <i>mon, ma, mes; ton, ta, tes; son, sa, ses</i>, sequencers (<i>ensuite, après, plus tard</i>), connectives (<i>et, donc, car</i>), adjectival agreement for regular adjectives (e.g. <i>intelligent</i>); some different patterns (<i>sérieux, actif</i>); some irregular adjectives (<i>vieux, beau</i>); adjectives ending in -e same for masc/fem (<i>calme</i>); no change (<i>sympa</i>), negative with present tense reflexive verbs, qualifiers/intensifiers (<i>très, assez</i>), position of adjectives – most after the noun (e.g. <i>elle a les cheveux longs</i>); some go in front of the noun (e.g. <i>deux jeunes garçons</i>), revisiting the present tense <i>il/elle, ils/elles</i> verb forms, present tense in French: equivalent of both simple and continuous present in English, i.e. no need for part of verb ‘to be’ in French, direct object pronouns, singular (<i>le, la</i>), present and perfect tenses contrasted and used together, irregular past participles: <i>né, eu, écrit, devenu, reçu</i>, using present, perfect and near future tenses, adverb formation by adding <i>-ment</i> to feminine form of adjective (e.g. <i>traditionnellement</i>)</p>
<b>German</b>	
<p><b>Module 2 Content: Endlich mal Freizeit!</b>            Learning about German-speaking musicians            Talking about your free time            How you spend time online            The pros and cons of celebrity culture            Expressing preferences about films and TV shows            Using the future tense to describe plans for the weekend</p>	<p><b>Module 2 Skills</b>            Using <i>denn</i>, adding intensifiers, <i>ich mag ... nicht</i> to say ‘I don’t like ...’, verb as the second idea in a sentence, present tense to talk about what we do/like to do regularly, frequency expressions in sentences, <i>gern, lieber, am liebsten</i>, present tense separable verbs, <i>können</i>, asking questions with <i>möchten</i> and <i>wollen</i> + infinitive, the perfect tense (spoken German/more informal writing) vs imperfect tense (written narrative accounts etc.), use of <i>war, gab</i> and</p>



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	<p><i>hatte</i> in imperfect rather than perfect tense, future tense using <i>werden</i> + infinitive, word order: time – manner – place rule, sequencers and time phrases</p>
<b>Spanish</b>	
<p><b>Module 2 : Viajes</b>            Discovering Andalucia            Describing a photo            Discussing travel plans            Talking about festivals in the Spanish-speaking world            Saying what you did on holiday            Describing where you stayed            Talking about holidays using different tenses</p>	<p><b>Module 2</b>            Using <i>me gusta(n) / me gustaría</i> + infinitive, expressions with <i>hacer</i> which translate as 'to go' in English (<i>hacer ciclismo, hacer esquí, hacer natación, hacer turismo</i>), <i>hay/es/está</i> (for describing a photo), impersonal verb phrases:  <i>Se puede(n)</i> + infinitive, comparatives - <i>más/menos ... que tan ... como ...</i>, irregular comparatives <i>mejor/peor que ... mayor/menor que ...</i>, superlatives <i>el/la/los/las</i> + noun + <i>más/menos</i> + adjective, irregular superlatives <i>el/la/los/las mejor(es) peor(es) mayor(es) menor(es)</i>, <i>hay que</i> + infinitive, <i>si</i> clauses, <i>Acabar de</i> + infinitive, <i>lo</i> + adjective, <i>lo mejor/peor, o bueno/malo</i>, using a variety of structures to give opinions about activities in the past, time phrases and sequencers: <i>por la mañana, primero, por la tarde, luego, por la noche, más tarde, finalmente</i>            The imperfect tense: full paradigm of <i>estar</i> and <i>tener</i>, <i>ser</i> (era): irregular in the imperfect, <i>hay/había</i>, use of <i>era</i> and <i>estaba</i>, negatives - <i>no ... ni ... ni ... tampoco</i>, <i>soledad</i> + infinitive, using a range of tenses (present / preterite / imperfect for descriptions / near future)</p>
<b>Music</b>	
<p>Rap – looking at the history of rap and composing our own            Revision of MAD TSHIRT –for exam</p>	<p>Composing            Performing            Listening</p>



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<b>Physical Education</b>	
Athletics Tennis Rounders	<p>Tennis – To solidify an understanding of the rules of tennis and the correct method of scoring. Develop a tactical awareness of the sport through selection of the correct shot in a variety of situations.</p> <p>Rounders - Tactical focus in outwitting an opponent through shot selection, fielding positions and effective bowling and backstopping.</p> <p>Athletics – Explore a variety of track and field events, preparing pupils for the Moorways District Athletic event, in June. Pupils will learn how these events are measured and organised, with a big emphasis on health and safety with throwing events.</p>
<b>Science</b>	
Digestive enzymes Structure and bonding Matter Bone composition project	<p>Further development of science skills, which include:</p> <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> <p>Further mathematical skills:</p> <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>



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<b>Personal Development (PD)</b>	
<p>Contraception and STIs: Students will learn how STIs can be treated. Students will gain knowledge into what sexual harassment is and how to report this.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p>	<p>The remainder of the year will be spent looking at RSE in more depth. Students will gain an understanding of sexual health; contraception; HIV and AIDS; and sexual consent and the law.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p>
<b>Religious Education (RE)</b>	
<p>Students will explore and learn about what makes a good leader across different faiths and disciplines. Students will explore 'conflict' with a religious context.</p>	<p>Students have knowledge of how different religions and cultures look at 'peace and conflict'</p>