



# The JF Way

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**We are AMBITIOUS. We are COMMITTED. We are PROUD.**

## 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>	
Knowledge of the contemporary artist Agnes Cecile Knowledge of the abstract artist Kandinsky Experimentation with new materials through portraiture Understanding abstract art and watercolour technique	Observational drawing skills Analysis of artists techniques and style Compositional skills for abstract art Exploration of watercolour and ink Experimentation and analysis of their own work and experiments
<b>Computing</b>	
Python Programming	Variables If Statements While and For Loops Arrays Algorithms
<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 Mairé



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<b>Graphics: gifts and souvenir</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
<b>Resistant Materials: Lamp project</b> 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
<b>Drama</b>	
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
<b>English</b>	
<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.  <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.	SLAMPOPS techniques, descriptive details, genre conventions of the Gothic, essay-writing skills.  DAFOREST – opinion, fact, anecdote and statistics. Integrating description into persuasive writing.



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<b>Geography</b>	
<p><b><u>Threatened World – A connected Planet – Globalisation.</u></b></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 Transnational Corporations and their 'footprint' on the planet.</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><u>Edwardian Britain and World War 1</u></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 Algebra, 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><li>• Coordinates and linear graphs</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> <p>Review and extension of Geometry including:</p> <ul style="list-style-type: none"><li>• Understanding of angle rules and their application to calculate unknowns</li><li>• Use and calculation of scales and scale diagrams</li><li>• Compass bearings</li></ul>
<b>Modern Foreign Languages - French</b>	
<p><b>Music:</b></p> <p>Talking about songs and musical instruments Discussing musical preferences Describing a visit to a concert Interviewing a young musician Talking about how things have changed.</p> <p><b>The Francophone World:</b></p> <p>Countries you would like to visit Discussing impressive sites and monuments Discussing what you like and dislike on holiday Preparing a fact file on a Francophone country Meeting young French speakers Discussing future plans A past trip around the world Francophone artists</p>	<p>The present tense, comparatives, using the present and imperfect tenses together, asking and answering questions in different tenses.</p> <p>Definite, indefinite articles, adjectival agreement, comparatives, modal verbs, il faut, present tense regular and irregular verbs, the near future tense, the simple future tense, the perfect tense, the imperfect tense, interrogatives</p>



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<b>Modern Foreign Languages - German</b>	
<b>Ambitions:</b> Crazy ambitions Reasons for doing jobs What you would like to be or do Working in a ski resort Voicemail messages  <b>Childhood:</b> Childhood activities Comparing primary and secondary schools Grimms' fairy tales Writing a story Telling stories	The conditional tense, um...zu, word order (verb 2 <sup>nd</sup> ), in and auf with the accusative and dative Listening, Speaking, Reading and Writing  Als to mean when in the past, the imperfect of modal verbs, the superlative, the imperfect tense
<b>Modern Foreign Languages - Spanish</b>	
<b>Food and drink:</b> 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  <b>Health and Fitness:</b> Talking about diet Talking about an active lifestyle Daily routine Getting fit Ailments Complex sentences A dance routine	Using a wider range of opinions, negatives, usted/ustedes, the near future, using 3 tenses together, direct object pronouns  Direct object pronouns, stem-changing verbs, reflexive verbs, se debe/no se debe, me duele(n), the imperative
<b>Music</b>	
Samba Rock n Roll	Composing Listening Ensemble Performance



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<b>Physical Education</b>	
Handball Football Basketball Rugby Table Tennis	<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>
<b>Science</b>	
Cells Atomic structure Energy	<p>Further development of science skills, which include:</p> <p>Planning investigations: writing detailed methods, naming specific apparatus and safety precautions</p> <p>Conducting investigations, including working safely with acids and alkalis, Bunsen burners, electrical equipment and microscopes</p> <p>Analysing data, including finding and describing errors, plotting graphs and explaining trends, and drawing lines of best fit</p> <p>Further mathematical skills:</p> <p>Rearranging equations for worded tasks</p> <p>Identifying and converting units</p> <p>Calculating averages and ranges</p> <p>Rounding numbers to a number of significant digits</p> <p>Presenting answer in standard form</p>
<b>Personal Development</b>	
<p><b>Life Beyond School</b></p> <p>Importance of happiness</p> <p>Saving and managing money</p> <p><b>Health and Wellbeing</b></p> <p>What is a penis/vulva?</p> <p>HBT Bullying and all its forms</p> <p>Media and Airbrushing</p> <p>Cancer prevention and healthy lifestyles</p> <p><b>Rights, Responsibilities and British Values</b></p> <p>What is terrorism?</p> <p>The radicalisation process</p>	<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>



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<b>Religious Education</b>	
<b>Students will be studying the 'Just War' topic</b>	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.
<b>Careers</b>	
<b>Careers</b> Using Unifrog to explore GCSE choices	Students will spend some time considering their option choices and how these might link to future career paths whilst having a focus on Labour Market information.  Students will then be looking into GCSE options and where GCSE'S can take them. We will look into the differences and similarities of A-Levels, T Levels, Apprenticeships, BTEC's and HND's.