



# The JF Way

#nothingshortofremarkable

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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
<b>Art and Design</b>	
Pop Art Commercial art	Research, analytical and evaluative skills Observational and tonal skills. How to use the style of Pop Art How commissions work Art and advertisements Compositional skills
<b>Computing</b>	
Image Manipulation with Photoshop Artificial Intelligence	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.  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.
<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	We will make: <b>Chocolate brownies</b> – using a Bain Marie and testing for readiness. <b>Cottage Pie</b> – Boiling and mashing potatoes, make a meat and vegetable sauce and layer up. <b>Lemon cheesecake</b> – using acidity to thicken protein <b>Meatballs and ragu</b> – time management, shaping skills and reduction sauce <b>Lasagne</b> – Making a smooth white sauce, meat reduction sauce and layering the lasagne <b>Rough puff pastry</b> – Making pastry that “puffs up” in the oven. <b>Development dish</b> – understanding different dietary needs and making a skilful dish that is suitable for one of these needs



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<p><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</p>	<p>Be able to use computer software to render and modify surface graphics            Selection of correct tools and materials suitable for each component</p>
<p><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</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 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</p>
<b>Drama</b>	
<p>To explore Russian Theatre Practitioner ‘Stanislavski’ and gain an understanding of his ‘System’ in training actors.            To workshop his techniques and be able to apply them to their own work.</p>	<p>Working from a script            Vocal skills            Characterisation            Proxemics            Dramatic intention            Working collaboratively            Application of Stanislavski’s System</p>



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<b>English</b>	
<p><b>Shakespeare: Macbeth</b> 18 lessons In Mrs Mugridge’s unit, students will be exploring Shakespeare’s classic tale of ambition gone wrong. Students study this complex text with the aim of preparing themselves for Shakespeare at GCSE, so skills development focuses on essay writing and analysis.</p> <p><b>Writing Dystopian Fiction</b> 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>	<ul style="list-style-type: none"> <li>• Discourse structure</li> <li>• Iambic pentameter, trochaic tetrameter, syntactic parallels, intertext</li> <li>• Identifying key themes in a text</li> <li>• answering extract-based questions, analysis of quotations</li> <li>• use of PETAL paragraphing with focus on ‘Analysis’ section</li> <li>• zooming in on keywords and their impact/effect</li> <li>• also ‘Link’ section, how can they link points effectively to context.</li> <li>• DAFOREST – opinion, fact, anecdote and statistics.</li> <li>• Integrating description into persuasive writing.</li> <li>• TIPTOP paragraphs</li> <li>• Narrative voice</li> <li>• Extended metaphors</li> <li>• Aristotelian structure</li> </ul>
<b>Modern Foreign Languages</b>	
<b>French</b>	
<p><b>Hobbies</b> Learning about events across the francophone world Talking about what you do online Saying what you do to stay active Talking about what you watch Making plans to go out Saying what you did last weekend Taking part in an interview</p>	<p>Opinion verbs + a definite article + noun (e.g. j’aime le basket) + a verb in the infinitive (e.g. j’aime jouer ...), regular -er verbs in the present tense, verbs (otherwise regular) in which y changes to ie, e.g. envoyer, time frequency expressions (but avoiding negatives), c’est + adjective, irregular verbs in present tense: aller, avoir, être, faire; je bois, je lis, using on to mean ‘we’, partitive articles after faire / jouer with activities/instruments, au/à la after jouer + sport / aller + place, negatives: ne ... pas, asking questions with a question word + est-ce que ... (e.g. Qu’est-ce que ...?, Comment est-ce que ...?), quel / quelle / quels / quelles, regular -ir verbs: finir, near future (aller + infinitive), including Ça va être, perfect tense: regular -er verbs, auxiliary avoir/être plus past participle and agreement for être verbs (aller), perfect tense of high-frequency irregular verbs: boire, faire, negatives in the perfect tense, e.g., Je n’ai rien acheté, c’est/c’était / il y a/avait (lexical imperfect), inversion of subject and verb and addition of hyphen for questions in the perfect tense, e.g. As-tu participé ...? Quand as-tu participé ..., recognising that il y a</p>



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	has two meanings (there is/are; ago), using present and perfect tenses together
<b>German</b>	
<p>Zurück zur Schule!            The school system in Great Britain and in the German-speaking world            Talking about your school subjects            Talking about school uniforms            Talking about school rules            Talking about special events at school            Describing school life</p>	<p>Definite and indefinite articles in the nominative and accusative, plural of nouns, present tense: lernen, finden, haben and sein, personal pronouns / regular verbs (lernen) / verbs with stem ending in -d or -t (finden) / haben and sein, word order, adjectives used before nouns, irregular verbs + vowel change: tragen, fahren, modal verbs: müssen, dürfen, sollen, dass, perfect tense: verbs that take sein rather than haben in the perfect tense (gehen, fahren, fliegen, kommen, schwimmen, bleiben), imperfect tense phrases with war, hatte and es gab only, using the perfect and imperfect together</p>
<b>Spanish</b>	
<p>Content: Module 1 ¡Diviértete!            Talking about Spanish-speaking sports stars            Talking about life online            Talking about sports and free-time activities            Arranging to go out            Saying what you did at the weekend            Talking about days that went wrong</p>	<p>Using adjectives in Spanish, regular present tense verbs: -ar, -er, -ir, full paradigm: usar, leer, subir, examples of irregulars in the 'l' form (hacer, ver), stem-changing verbs (jugar, preferir), expressions of frequency: siempre / todo el rato / a veces / de vez en cuando / casi nunca / nunca, using gustar, encantar and interesar to express an opinion, opinion verb + infinitive to talk about activities, irregular verbs in the present tense: tener, ser, ir, near future tense, stem-changing verbs: querer and poder in the present tense, tener que + infinitive, contractions: a and el (al) and de and el (del), preterite tense – regular verbs -ar, -er and -ir (hablar, salir, comer), irregulars: Ir and ser in the preterite, hice, tuve, vi, jugué, llegué, saqué, past time phrases (ayer, la semana pasada, el fin de semana pasado, el mes pasado), hace + time = ago, direct object pronouns - introduction + use with the preterite tense, question words (followed by verbs), negatives (no and nada)</p>
<b>Geography</b>	
<p><b>Unit 1- Risky World</b>            Natural and Human Hazards in the 21st Century; Students will investigate a variety of topics that cover the idea of risk and how natural or human hazards are a part of a globalised world in the 21<sup>st</sup> century. Students will also investigate how these risks can be mitigated in a sustainable way.</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</p>



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<p>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?</p>	<p>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>Kennedy Assassination and the Interwar Years</u></b></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.</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>
<b>Mathematics</b>	
<p>Students in Year 9 will study a range of topics in Term 2 from the core Mathematical strands: Number, Algebra, Geometry 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>The Number focus in Term 2 will be Percentages while the Statistics strand will focus on methods of data presentation.</p>	<p><b><u>Core:</u></b></p> <ul style="list-style-type: none"> <li>• Calculate percentage of a value both with and without a calculator</li> <li>• Calculate percentage increase and decrease with and without a calculator</li> <li>• Express one quantity as a percentage of another.</li> <li>• Compare two quantities using percentages.</li> <li>• Interpret fractions and percentages as operators, including interpreting percentage problems using a multiplier.</li> <li>• Interpret and construct tables, charts and diagrams for categorical data such as frequency tables, pictograms, bar charts and pie charts.</li> </ul>



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<p>Sequences will be the focus of the algebra strand and the term will finish with area and surface area as part of measurement.</p>	<ul style="list-style-type: none"> <li>• Interpret and compare the distributions of data sets through appropriate graphical representation.</li> <li>• Know and understand the terms primary data, secondary data, discrete data and continuous data.</li> <li>• Generate terms of a sequence from either a term-to-term or a position-to-term rule.</li> <li>• Recognise different types of sequence such as triangular, square and cube numbers, Fibonacci type sequences.</li> <li>• Calculate the <math>n</math>th term of a linear sequence.</li> <li>• Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres.</li> <li>• Calculate the perimeter of a 2D shape and composite shapes.</li> <li>• Know and apply formulae to calculate area of triangles, parallelograms, trapezia and circles.</li> <li>• Calculate the area of composite shapes.</li> <li>• Know the terminology relating to the properties of a circle</li> <li>• Calculate the surface area of cuboids and other prisms</li> </ul> <p><b><u>Advanced Students cover all Core content plus the following:</u></b></p> <ul style="list-style-type: none"> <li>• Calculate simple and compound interest and understand the difference between them</li> <li>• Construct and interpret cumulative frequency graphs and boxplots using grouped data</li> <li>• Calculate the <math>n</math>th term of a quadratic sequence</li> <li>• Calculate the area and arc length of sectors</li> <li>• Find the surface area of pyramids, spheres, cones and composite shapes.</li> </ul>
<b>Music</b>	
Film Music	Composing Listening and Appraising Performing



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<b>Physical Education</b>	
HRF Table tennis Netball Rugby Basketball	<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>
<b>Science</b>	
Transport in cells Electric circuits Separating mixtures	<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>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>Rights, Responsibilities and British Values: Students will be able to know the different forms of terrorism and be able to explain the radicalisation process.</p> <p>Disability Awareness: Students will learn that not all disabilities are clear to others. They will understand the different barriers they may face and how they can help support someone with a disability.</p> <p>Throughout this term, students will use 'Unifrog' to embed their careers education.</p>	<p>Students will learn about different forms of substances. This is now more age appropriate as this was not introduced at the younger year groups.</p> <p>Students will understand what extremism is and the impacts it can have. They will be able to spot the signs of radicalisation and be able to make appropriate choices.</p>
<b>Religious Education (RE)</b>	
Future of Religion	<p>Students now apply their fundamental knowledge of the 'Big Six' to compare religions and look at how it is changing and look to answer questions such as 'is there always conflict between religions?'</p> <p>They will also look at how religion has changed and adapted in recent years, humanism, and what a world would look like without religion.</p>