



Parents Curriculum Information

# Year 9

Half Term 1 2020-21







# Art

This half term students will study the Built Environment and learn how to draw using one point and then two point perspective.

They will develop their drawing by practicing rendering techniques using a range of materials and investigate artists Seth Clarke, Ian Murphy and George Politis. They will learn about the architecture within their local environment and take photographs of their chosen buildings to develop a final piece.



# Citizenship

This half term students will be looking at the family and health, looking at issues such as fertility and menopause. Students will be looking at health and wellness in this unit, looking at different family types within society.

This is part of the relationship and health education programme and will continue through out of Y9 as part of the RSHE education programme.





# Computing

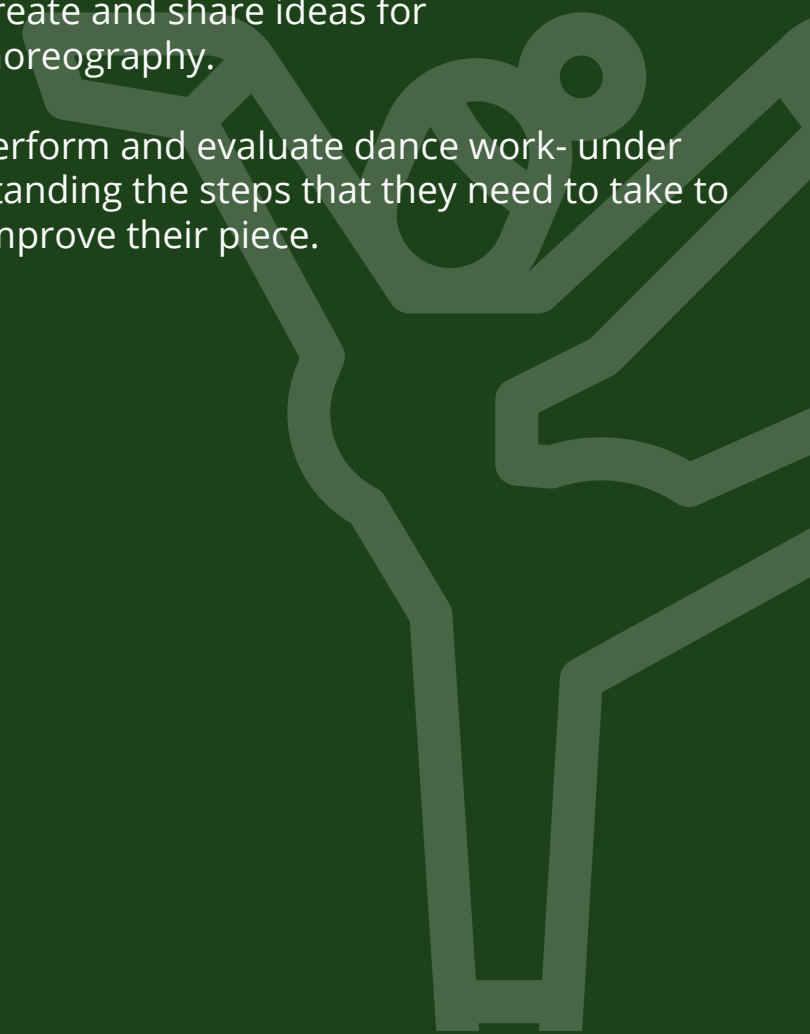
This term students are focusing on a coding project, they will start by coding BBC Micro:bits using block coding and will then progress to text coding in python. Students will code the BBC Micro:bits in a range of retro games and will then progress to develop their own version of a game in Python. This project develops problem solving, data representation and logical thinking.



# Dance

This half term students will be looking at a range of different Dance styles, they will

- Learn skills in Capoeira, Hip Hop, Contemporary, Musical Theatre amongst other styles.
- Learn and perform short sequences of Dance in a range of styles.
- Develop an understanding of the origins and history of various dance styles.
- Develop an understanding of the key stylistic features of various dance styles.
- Work collaboratively within a team.
- Create and share ideas for choreography.
- Perform and evaluate dance work- understanding the steps that they need to take to improve their piece.







# Design & Technology

In Year 9, students are beginning their carousel of the Design & Technology specialist subjects. They will either be working in Engineering, Textiles, Graphics or Cooking & Nutrition.

- Engineering – Students will be learning about materials and tools & equipment we use in Engineering and making a clock suitable to be sold in the Design Museum. They will also learn a range of presentation techniques in order to produce an Engineering drawing.
- Textiles – Student will be learning about the materials, techniques and equipment we use in Textiles and using this knowledge to design & make a bag.
- Graphics – Students will be learning about the theory of graphic design in order to design and make advertising and merchandise for a festival of their choosing.
- Cooking & Nutrition– Students will be learning the theory of cooking and nutrition. This will involve looking closely at a range of topics including special diets, function of ingredients, factors that affect food businesses and food sustainability. Students will research a variety of recipes that support these key concepts.



# Drama

This half term our Drama students are studying the play “Teechers” by John Godber. Whilst exploring this piece they will be involved in the following tasks:

- Watching extracts from the play and using the PIE technique writing framework to analyse their response to it.
- Learning about the practitioner Bertolt Brecht and how he applies his unique style to theatre.
- Reading, and rehearsing script extracts from the play, using skills in team work.
- Learning how to apply techniques in vocal and physical acting skills.
- Performing scenes from the play for assessment, demonstrating acting skills.
- Evaluating performance work by themselves and their peers and setting targets for improvement.





# English

For the start of Year 9 in English, students will study two topics which provide a chance to develop a combination of language and literature skills, as well as their spoken language.

Song Lyrics - Year 9 starts by looking at song lyrics, thinking about how this form of spoken language is used to create meaning by different artists.

Of Mice and Men - Students will look at John Steinbeck's 1937 novella Of Mice and Men building on the skills they have developed in Years 7 and 8 in terms of story structure, devices and characters.



# French

This half term, Year 9 linguists learn more about traditional French foods before moving on to explore health advice, debate pros and cons of certain diet preferences, and explain exercise benefits whilst looking at current news articles from around the world on these topics and French speaking influential sportspeople.

Students will also learn how to form the future tense and how to use modal verb constructions such as 'you must' and 'you should'.







# Geography

This half term, Year 9 geography students will examine how energy use is disproportionately distributed across the world.

We study the varying impacts of climate change and students are encouraged to draw conclusions as to how best to manage climate change in the future.

Key case studies include exploring the impacts of climate change on Russia, the effects of climate change on low income countries such as Kenya, adaptation to rising sea levels in Bangladesh, the use of solar energy in China and conflicts with wind power and energy in Crete.



# History

This half term the students have started studying the Rise of Hitler in Germany.

The focus of this topic is to study the events that led to Hitler gaining power in 1930's Germany, how this was done, and the impact on of the Nazi party on the German people. Our enquiry question is "Why was Hitler's rise to power so remarkable?"

We will then be moving onto The Holocaust near the end of the half term, with the enquiry question "How have historians used sources to reveal the truth of the Holocaust?" We will be focusing on testimonies and evidence from the Holocaust to study what happened and why it happened.

Students will be developing their source analysis skills by studying primary documents and evaluating historical interpretations. The students will be able to explain how extremist ideologies come to power and the impact of the methods on the people.

The key areas we will study are:

- Reichstag fire
- Night of the Long Knives
- Propaganda
- Terror
- Discrimination
- Ghettos and Camps





# Maths

## Higher/ Foundation

The year 9 students at both Higher and Foundation this half term will cover three topics:

**Types of Number** – this topic builds on their learning in y8 on types of number such as factors, multiples, primes, square and cube numbers. They are now required to also work with numbers in standard form and calculate Highest Common Factors and Lowest Common Multiples using Venn diagrams.

**Algebraic Expressions** – in this topic students are taught how to manipulate algebraic expressions such as expanding and factorising expressions with brackets and they are now also expected to form and substitute into expressions from a worded context.

**Proportion** – this is the students second encounter with proportion. They will continue to work on proportion problems in context such as exchange rates, converting units and value for money problems. In year 9 they are expected to work on more complex problems than in year 8.



# Music

Students currently attending music as part of their performing arts rotation are learning about Britpop.

They will learn how to read bass clef notation and apply this knowledge to learn to play the 'cello part for Canon in D by Pachelbel on keyboard. They will then listen to both Canon in D and Don't Look Back in Anger by Oasis and identify the similarities and differences, before learning to perform Don't Look Back in Anger on keyboard, ukulele and singing. They will perform as a small ensemble, learning how to rehearse effectively with a group.





# Physical Education

Students are currently following a wide variety of activities in a rotation, where we will give students a secure understanding and knowledge of skills and tactics that underpin performance. We then encourage students to practice and perform these skills in conditioned games and competitive situations. Activities in this rotation include basketball, vaulting, fitness, football, athletics, netball and trampolining.



# Religious Education

This half term students will be studying medical ethics whilst applying religious beliefs to big questions such as: Is the death penalty, ever right? Should genetic engineering ever be undertaken?

Students will critically evaluate big questions applying their own beliefs and those of religious believers and Humanists. This will allow students the opportunity to develop the key skills of evaluation and applying contrasting beliefs.







# Science

## Physics

This half term students look at how light waves behave. They will study how light can reflect and refract. Students will also learn about the eye and how the eye adjusts to the light around us to form a clear image that we can then see.

## Chemistry

This half term students will consolidate their understanding of the fundamentals of Chemistry through investigating reactions. They will retrieve their knowledge of atoms, elements and compounds whilst completing a range of practical activities. Students will then go on to revisit the concept of conservation of mass, before investigating uncertainty.

## Biology

This half term students will build on their KS3 knowledge from year 7 and 8 to explore genetics. They will be studying inheritance, genes, chromosomes and DNA. They will develop their understanding of the model of DNA and the scientists who worked towards our current understanding and the future implications and advances that may be made in science and medicine using this knowledge.



# Spanish

This half term, Year 9 linguists learn more about traditional Spanish foods before moving on to explore health advice, debate pros and cons of certain diet preferences, and explain exercise benefits whilst looking at current news articles from around the world on these topics and Spanish speaking influential sports people.

Students will also learn how to form the future tense and how to use modal verb constructions such as 'you must' and 'you should'.





If you have any further  
queries please  
get in touch with  
Mr. T. Knowles,  
Leader of QoE for  
Curriculum.  
[tknowles2@horizoncc.co.uk](mailto:tknowles2@horizoncc.co.uk)

