



# YEAR 9 CURRICULUM LETTER SUMMER

Welcome to our Summer term Curriculum Letter. There are plenty of [extra-curricular](#) activities for students to get involved in this half term and many departments will be running exciting activities.

More general information about the curriculum can be found [here](#).

Students will be participating in an Activities Week towards the end of term - information has been sent to parents.

The departments that teach your child have contributed below to let you know what students will be studying this term.

## ART

Continuation of GCSE Taster Project. They will be at the stage of starting 'thumbnail' designs of possible compositional alternatives from their various drawings and research completed so far - this will then set them up for producing the final piece in the second half of the summer term.

## CAREERS

As part of their PSHE lessons they will develop understanding and knowledge about Employment Law, Budgeting & Saving.

## COMPUTER SCIENCE

Unit 14 - Online Safety and Data Security.  
Unit 15 - Mars InSight (Applied Programming and Data Modelling).

## DRAMA

Scripted work: 'The Government Inspector' and Musical Theatre.

## ENGLISH

The choice of the media text 'The Help' follows on well from 'To Kill a Mockingbird', allowing students to apply their prior learning and apply their interpretation of character, themes and ideas. This task leads to a transactional writing piece, a letter which encourages them to find their critical voice and apply the skills of persuasion needed at GCSE.

Students complete the year studying the poems from the GCSE Belonging cluster, a diverse range of writers which help to challenge and begin the progression to a more evaluative style of analysis required at GCSE

## FOOD & NUTRITION

Seasonality, local produce and food waste.  
Assessment.  
Sweet and savoury dishes.

## GEOGRAPHY

Students will be continuing with their Living World topic by investigating the impacts of deforestation in the Amazon rainforest on the local people including indigenous tribes like Achuar people of the Amazon. We will be then finding ways to sustainably manage the rainforest through strategies like eco-tourism.

## HISTORY

Richard and John 1189-1216 GCSE course.

## MATHEMATICS

Pythagoras linking to trigonometry. Linear graphs, equations, drawing and problem solving. Accuracy of measures, circles and sectors of circles. Graph transformations; reflections, rotations, enlargements and translations.

## MFL: FRENCH

Students will be able to describe what they like to do in their free time and be able to discuss the role of technology in the modern world.

## MFL: GERMAN

Topic 1: Free time.

Topic 2: Film Study: Sophie Scholl.

## MUSIC

Musicals (cross-curricular with Drama).

## PHYSICAL EDUCATION

Students in Year 9 rotate every 3 weeks which gives them 6 lessons per activity. So each group will be taking part in 2 of the following:

**Athletics** - Students will further enhance replication and performance across all disciplines. Students will gain a more detailed understanding of fitness and its effect on performance. Students will focus on planning, preparing for and competing in a range of athletic competitions. Students will perform core skills and record personal/collective bests. Students will develop knowledge of the immediate effects of exercise and physically exert themselves throughout.

**Rounders** - Students will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Students will work on improving the skill of outwitting opponents as a batter and bowler. Development of decision making skills will be encouraged through game play. Students should independently be able to score and officiate rounders games.

**Tennis** - Students will focus on consistently replicating core skills through competitive situations attempting more advanced variations. Students will develop the ability to land the ball in a target area and refining game tactics with the intention improving personal best. Students will be expected to understand the games rules, accurately score/officiate.

**Cricket** - Students will learn to use basic principles of play to work towards successful outcomes. Students will develop the skills necessary to compete in competitive games. Batting, bowling and fielding will be developed through games and conditional situations. Technique will be further tested through its use in small sided games and assessed against expected learning outcomes.

## PSHE

Students will cover a range of topics including:

Mental Health, The Dangers of Alcohol, Smoking and Vaping, Drugs, Eating Disorders, Sex Education, Unhealthy Relationships.

## RELIGION. PHILOSOPHY & ETHICS

What is anti-Semitism and how can it be challenged?

This unit introduces students to Judaism (which is studied further in GCSE RS). It builds on lessons on prejudice and discrimination from the previous unit (challenges facing Muslims in the UK) to consider historical and current examples of anti-Semitism, possible reasons for it and Jewish responses to it. Use is made of the Holocaust Educational Trust's resources, and the importance of not just identifying the Jews as victims has been noted, particularly in the lessons on resistance and Jewish responses. This unit links with Y9 history which is studied in the autumn term and gives a foundation for the study of this unit.

## SCIENCE

### Biology:

Cells; Organisation and digestion; Respiration; Health.

### Chemistry:

Separating mixtures: distillation; chromatography; tests for gases.

Periodic Table: the development of the periodic table; Groups 1,7 and transition metals.

### Physics:

Particle model of matter (end); Thermal energy transfers.

## TEXTILES

In year 9 textiles, focus is on creativity and choosing techniques appropriately as students make their quilted A4 art-textiles piece. They must use free machine embroidery alongside previously taught skills of their choice. This could be tie dye, paint, print, applique, beading, buttons, couching and hand embroidery to achieve their designs, which are inspired by the work of textile artist Sally Verrall.

