

Year 9 Summer Term Curriculum Plan

Subject	Topics Covered	Keywords	Useful Resources	Assessment opportunities	Revision ideas
English	<p>Animal Farm: Students will study the novel by George Orwell, Animal Farm, and learn how to write an analytical essay. Students will learn how to:</p> <ul style="list-style-type: none"> • Write analytical paragraphs • Read, understand and respond to texts. • Maintain a critical style and develop an informed personal response. • Use textual references, including quotations • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Show understanding of the relationships between texts and the contexts 	<p>Allegory Characterisation Plot Structure Extract Analysis Inference Quotations Context Interpretation Setting Terminology Themes Motif Writer’s intentions Foreshadowing/Foreboding Extract Annotations Equality Communism Capitalism Socialism Corruption Power Dictatorship Democracy Leadership</p>	<ul style="list-style-type: none"> • BBC Bitesize - Animal Farm https://www.bbc.co.uk/bitesize/topics/zqp86fr • BBC Bitesize – Russian Revolution - https://www.bbc.co.uk/bitesize/topics/zp94jxs • GCSE Pod – Animal Farm • AQA Revision guide – Animal Farm • Timeline of Russian Revolution • LitChart – Animal- Farm - https://www.litcharts.com/lit/animal-farm 	<p>At the end of this unit, students will write an analytical extract based essay on a theme or character in the story.</p>	<ul style="list-style-type: none"> • BBC Bitesize – Russian Revolution and Animal Farm • GCSE Pod – Animal Farm • Create a visual representation of the plot of the story. Include key quotations for each event. • Pick out key extracts for the main characters. Practise annotating the extract in detail. • Mind map key quotations for each of the main characters. • Create a timeline for the characters to show how they have changed and developed throughout the story. Add key quotations. • Mind map key themes and gather quotations for each theme. • Create a revision page of terminology such as similes, metaphors, repetition etc. Find examples of this in the story

<p>Maths Edexcel</p>	<p>Higher: N1: Rounding N2: Integers A1: Algebraic Manipulation A2: Solving Equations GM1: Coordinates GM2: The Circle</p> <p>Foundation: N1: Integers N2: Powers and Roots A1: Use of Symbols GM1: Angles SP1: Statistical Measures</p>	<p>Round Significant figures Decimals places Integer Factor Multiple Variable Expand Substitute Coefficient Variable Horizontal Vertical Co-ordinate Circumference Pi Tangent Square number Expand Factorise Acute Right angle Obtuse Median Mode Mean</p>	<p>https://nrich.maths.org/ https://corbettmaths.com/ https://www.gcsepod.com/ https://www.bbc.co.uk/bite_size <u>KS3 Maths Year 9 Targeted Workbook (with answers)</u></p>	<ul style="list-style-type: none"> Assessments will take place in July 2024. 	<p>Watch the videos on GCSEpod and Corbettmaths and practice questions on Corbettmaths and CGP Workbook</p>
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<p>Science</p> <p>AQA Trilogy</p> <p>See the science curriculum page on the school website for topic details</p>	<p>All sets: Energy Cell Biology</p> <p>Sets 1 and 2 only: Particle model of matter Atomic structure and the periodic table</p>	<p>Condensation Density Evaporation Freezing Atomic nucleus Atomic number Chromatography Compound Closed System Conservation of Energy Efficiency Cell membrane Cell wall Chloroplast Chromosomes</p>	<ul style="list-style-type: none"> • GCSE Pod • Seneca learning • BBC Bitesize • CGP Revision guides workbooks and revision guides 	<ul style="list-style-type: none"> • Past exam Questions • End of Unit Test <p>Energy</p> <ul style="list-style-type: none"> • Required PRAC 1: Specific heat capacity of materials. <p>Cell Biology</p> <ul style="list-style-type: none"> • Required PRAC 1: Observe onion and cheek cells. • Required Practical 2: investigate the effect of salt or sugar solutions on plant tissue. <p>Particle model</p> <ul style="list-style-type: none"> • Required Practical: Density of regular and irregular objects <p>Atomic structure</p> <ul style="list-style-type: none"> • Practical: Chromatography 	<ul style="list-style-type: none"> • Mind maps • Cue cards • Past exam questions • Recall revision questions • Check and Challenge on GCSEPod
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<p>Art</p>	<p>Iconic shoes:</p> <ul style="list-style-type: none"> • Study Converse shoes and Dr Marten boots. • How to draw Iconic shoes. • How to customise their shoes through the influence of other artists. • To create an iconic popular statement. • Study the artist Pop Artist Peter Blake to design the background for their Iconic shoe/boot. 	<p>Pop Art Design Colour Proportion Scale Composition Depth Texture Light and shade Tone Shape Tactile Balance and position</p>	<ul style="list-style-type: none"> • Students will work from secondary source images of boots and shoes. • They will work from primary source images of boots and shoes. • Secondary source images of work by the artist Peter Blake. • https://www.converse.com/uk • https://www.drmartens.com/uk/en_gb/ • https://www.tate.org.uk/art/artists/peter-blake-763 • https://browse.gallery/en/peter-blake/ 	<p>Drawing test: Students will draw either their own shoe/boot for the drawing test.</p>	<ul style="list-style-type: none"> • To research and find information about the artist Peter Blake. • To draw shoes/boots.
<p>Citizenship Edexcel</p>	<p>All forms taught the following:-</p> <ul style="list-style-type: none"> • E-safety • Children’s Rights • Child Labour & Child Soldiers • Child Education • The Role of the UN • UN successes • Human Rights and the UN’s role in supporting these • The UN Security Council • The UN and the Ukraine conflict 	<p>Human Rights Intervention Security Council Conflict Asylum Seekers Sanctions Responsibilities</p>	<p>The Peacekeeping and Security Council sections below will be useful to revisit content taught in lessons:-</p> <p>https://www.un.org/en/teach</p>	<ul style="list-style-type: none"> • Students will be largely focusing on source-based questions in preparation for their GCSE in Year 10. • Range of questions requiring students to give their opinion on a topic and to fully explain why they hold these views. • Students will be encouraged to also give an opposing POV in their responses. • Termly project on asylum seekers 	<ul style="list-style-type: none"> • As students complete assessment questions in their booklets, read feedback in assessment packs and address this in subsequent questions. • Revision guides available for Year 9 content on Satchel One.

Drama	<p>1st Half Media</p> <p>2nd Half Making drama from technology</p>	<p>Advert Theatre Verbatim Theatre Voice over Slow motion Narration Synchronised movement Forum theatre Docudrama Hot seating Narration Cross-cutting Marking the moment Mime and gesture</p>	<p>BBC Bitesize offers a wealth of resources for KS3 students across different subjects, including media studies.</p> <p>The National Theatre has an extensive digital archive containing recordings of past productions, interviews with actors and directors, production photographs, costume designs, and more. This will inform students work.</p>	<p>Students receive peer and teacher assessment at the end of every lesson. A more formal assessment takes place at the end of each half term.</p>	<p>The practical nature of Drama during KS3 means that it is a subject which does not lend itself to revision.</p>
DT	<p>9OAD, 9OBD, 9OCD, 9GAD, 9GDD:</p> <ul style="list-style-type: none"> Storage Project Inspirational quote /clock project <p>9ODD, 9OED, 9GBD, 9GCD, 9GED, 9GFD:</p> <ul style="list-style-type: none"> International Foods Interior design textiles products 	<p>Specification Aesthetics Environment Function Deciduous Coniferous Arts & Crafts Movement Art Nouveau Art Deco Bauhaus Rubbing in Stir frying Boiling Simmering Stencil Batik Cracked wax Sublimation printing</p>	<p>BBC Bitesize D&T on the web http://www.design-technology.info/ Technology student www.technologystudent.com Design Museum Design Museum V&A Museum The family of art, design and performance museums · V&A (vam.ac.uk)</p> <p>Various You tube clips – search how things work/ materials etc</p> <p>Recipe books/ online cookery videos/ Youtube/ TV Cookery shows</p>	<p>Storage Project:</p> <ul style="list-style-type: none"> Homework 1 Analysis of home/family storage needs Making a test wood joint Homework 2 image board Isometric drawing <p>Inspirational quote project:</p> <ul style="list-style-type: none"> Homework Design Movement investigation <p>International Foods:</p> <ul style="list-style-type: none"> Sensory evaluation of dishes Practical product <p>Interior design:</p>	<ul style="list-style-type: none"> Review lesson using the Cornell note taking. Create revision cards Create a glossary of key words for each section. Create mind maps for each section covered.

				<ul style="list-style-type: none"> Decorative technique fabric samples Country and culture investigation HW <p>All:</p> <ul style="list-style-type: none"> Creating original ideas Product/design planning Module grade 	
French	<p>Studio 3 Rouge : Module 4 – Spécial vacances</p> <ul style="list-style-type: none"> Discussing holidays Asking questions using inversion Imagining adventure holidays Using the conditional Talking about what you take with you on holiday Using reflexive verbs Describing what happened on holiday Combining different tenses Visiting a tourist attraction Using emphatic pronouns <p>Studio 3 Rouge : Module 5: Moi dans le monde</p> <ul style="list-style-type: none"> Discussing what you are allowed to do Using expressions with avoir 	<p>du canoë-kayak du VTT du ski nautique Je me baigne. Je me coiffe. Je me fais bronzer. fait de la planche à voile fait du trampoline fait de la baignade avoir faim avoir envie de avoir raison adopter consommer énervé bon marché le commerce équitable les conditions de travail écologique apprécier déprimé(e) réussir</p>	<ul style="list-style-type: none"> BBC Bitesize Seneca Learning 	<ul style="list-style-type: none"> End of unit assessments 	<ul style="list-style-type: none"> Watch films in French with subtitles Use Duolingo Make flashcards of key grammar

	<ul style="list-style-type: none"> • Explaining what's important to you • Using direct object pronouns • Talking about things you buy • Using si in complex sentences • Describing what makes you happy • Using complex structures • Talking about what is important to them, what concerns them and what makes them happy • Giving a three-minute video presentation 				
Geography	Weather Hazards and Climate Change (recap) <ul style="list-style-type: none"> • Global Atmospheric Circulation Model • Tropical Storms (formation, distribution, effects and responses) • UK Weather • UK Extreme Weather (types, examples, effects and responses) • Evidence for Climate Change • Causes of Climate Change (natural and human) • Responses to Climate Change 	Insolation Radiation Surface winds Trade winds Hadley, Ferrel and Polar cell Lines of latitude Evaporation Condensation Transpiration Eye of the Storm Cumulonimbus clouds Latent heat Vortex Lightning Storms Heatwaves Sleet and snow storms Planning Prediction Prevention	<ul style="list-style-type: none"> • Hodder AQA GCSE Grade 9-1 • Oxford AQA GCSE Grade 9-1 • CPG AQA GCSE Geography Grade 9-1 	<ul style="list-style-type: none"> • Exam style questions coached throughout lessons • Exam style assessment at the end of the unit 	<ul style="list-style-type: none"> • Cornell notes from GCSE Pod videos • Seneca learning tasks • Mind map of overview of unit • Flashcards of key terms/concepts

History	<p>20th century continued:</p> <ul style="list-style-type: none"> • Britain and the Home Front • The Atomic bomb • Post war World <p>What does it mean to be British in the 20th century?</p>	<p>Morale Blitz Spirit Mutually assured destruction Cold War Democracy Dictatorship Diversity Identity Integration Mother country Windrush Commonwealth Immigration Multicultural Discrimination Representation</p>	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/articles/z7cgg7h • https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/5 • https://www.bbc.co.uk/bitesize/topics/z8k9q6f 	<p>Topic – Atomic bomb – was Truman right to drop it?</p>	<ul style="list-style-type: none"> • Practice writing PEEL paragraphs • Revise key topics • Make own revision cards • Make own revision mind maps • Make use of BBC bite size • Use the PowerPoint on satchel: one for guidance • Ask someone at home to test you on key knowledge
ICT	<p>Interface Design Python Programming</p>	<p>Audience Design Implement Testing Accessibility Design Principles Constraints Review Navigation Syntax Strings Outputs Functions Loops</p>	<ul style="list-style-type: none"> • PSA June 2023 Assessment sheet, saved in Student Shared (T: Drive) • PSA June 2023 Assessment Zipped folder, (storing images) saved in Student Shared (T: Drive) • Microsoft PowerPoint • https://www.python.org/ • https://www.w3schools.com/python/python_intro.asp • https://www.codecademy.com/catalog/language/python • Python IDLE 	<ul style="list-style-type: none"> • Completion of Interface Design for 'The Ski Arena' assignment • Progress through code academy and w3schools tutorials. • Creating a calculator assessment task. 	<ul style="list-style-type: none"> • Revise the different interface design principles and how they can effectively be applied to an interface. • Review YouTube videos demonstrating the use of Python programming features and techniques

<p>Music</p>	<p>POP MUSIC Study of well-known pop song culture from 1960 to present.</p> <ul style="list-style-type: none"> • Class bands perform Stand By Me • Compose and perform a pop song in a small band • Perform the voice and instrumental parts of Stand By Me • Deconstruct Adele songs to understand the structure • Composing the soundtrack for a short film script • Use of the elements for composing e.g. as used in 'Up' 	<p>Intro Verse Chorus Bridge Instrumental Outro Lyrics</p>	<ul style="list-style-type: none"> • Experience 'LIVE' Music events, concerts, festivals • Download free music software e.g. FL Studio and experiment by making some POP tracks of your choice EG Reggae, RnB, etc 	<ul style="list-style-type: none"> • Performance of Stand By Me as a solo and as part of a class band • Listening skills test • Recognise the structure of a pop song • Composition of a pop song • Lyrics composing • Music setting 	<ul style="list-style-type: none"> • Source a small keyboard if possible: YouTube lessons Teach yourself tunes on a keyboard • Watch fun theory channels, e.g. <i>M THEORY</i> https://youtu.be/7Bv-JiFnoJ4 • Sign up for instrumental or singing lessons
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PE	<ul style="list-style-type: none"> • Athletics – track events • Athletics – field events • Striking and fielding • Cricket • Health related fitness • Leadership 	Speed Agility Stamina Grip Stance Swing Catching Throwing Balance Recovery time Circuit training Teamwork Communication Responsibility	<ul style="list-style-type: none"> • YouTube channels dedicated to PE tutorials • Contact local sports facilities or clubs that may offer coaching sessions or access to training equipment. • https://www.youthsporttrust.org/ • Attend after school clubs: Athletics (Tuesday), Rounders (Wednesdays) or Cricket (Thursdays). 	<ul style="list-style-type: none"> • Students receive peer and teacher assessment at the end of every lesson. • A more formal assessment takes place at the end of each half term based upon the activities covered. • Analyse their performances compared to previous ones. • Students will be assessed on their understanding of concepts and skills within a unit of work. 	
Religious Studies AQA Religious Studies A	Religion and Human Relationships: Roles in a family Gender inequality Sexual relationships Contraception Cohabitation Marriage Polygamy Divorce Remarriage Homosexuality Civil Partnerships	Cohabitation Compassion Contraception Divorce Extended family Family planning Gender discrimination Gender equality Gender prejudice Heterosexuality Homosexuality Nuclear family Polygamy Procreation Remarriage Vows	<ul style="list-style-type: none"> • Workbooks (put on satchel) • Reogs.com • GCSE Bitesize • Seneca Learning • Wise revise (youtube channel) 	<ul style="list-style-type: none"> • Retrieval practice exam questions at the start of every lesson • Seneca Assessments • Exam question homework • Key word quizzes 	There are a wide selection of group and individual revision ideas on reogs.com. There are also a selection of links to podcasts, videos and links to websites. In addition Seneca learning has the entire course which students find very useful.

Spanish	<p>¡Viva! 3 Rojo Módulo 4 : Jóvenes en acción</p> <ul style="list-style-type: none"> • Talking about children's rights • Using the verb <i>poder</i> • Talking about fair trade • Expressing your point of view • Talking about recycling • Using <i>se debería</i> • Talking about how a town has changed • Using the imperfect tense • Writing about fundraising • Choosing the correct Spanish word <p>¡Viva! 3 Rojo Módulo 5: Una aventura en Madrid</p> <ul style="list-style-type: none"> • Meeting and greeting people • Using expressions with <i>tener</i> • Talking about a treasure hunt • Using the superlative • Discussing buying souvenirs • Using the comparative • Saying what you will do • Using the simple future tense • Making yourself understood 	<p>Tengo derecho a la educación. Tengo derecho al juego. Tengo derecho al amor y a la familia. Tiene doce años. Vive en una plantación. Vive con su familia. cerrar el grifo conservar agua no tiene barrios peligrosos. hay una red de transporte muy buena. Hambre, sed, sueño Quiero ¿Puedo...? después más tarde finalmente turrón una camiseta una figurita daré visitaré sacaré compraré ¡Buen viaje! / ¡Buena suerte! ¡Enhorabuena!</p>	<ul style="list-style-type: none"> • BBC Bitesize • Seneca Learning 	<ul style="list-style-type: none"> • End of unit assessments 	<ul style="list-style-type: none"> • Watch films in Spanish with subtitles • Use Duolingo • Make flashcards of key grammar
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	<ul style="list-style-type: none">• Saying the right thing in different situations				
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