

Year 9 Topics and Assessments 2022-2023

Art	
<p>Term 1 - Layers and Meaning and Interpretation</p> <p>Layers is a painting unit focusing primarily on acrylic painting techniques. The prep unit introduces written interpretation, an essential skill for those progressing to GCSE Art & Design.</p>	<p>Term 2 - Geometric Forms and Architecture</p> <p>Geometric Forms is a drawing and photography unit with the freedom to explore concepts and media. For prep, the architecture unit requires pupils to build a structure based on their choice of a contemporary piece of architecture.</p>
<p>Term 3 - Illustration</p> <p>This is a piece of work prepared specifically for the end of year exhibition. The exhibition is the highlight of the year for the art department and every pupil has work displayed in the show. Illustration will involve looking at a range of different illustrators' work and developing ideas using high quality materials.</p>	<p>Assessment</p> <p>Most assessment in Art is informal, in lesson, immediate and discursive.</p> <ol style="list-style-type: none">1. Baseline drawing test during first lesson. Assessment information is used by teachers, and is not shared with students or parents.2. Layers - classwork. Self and peer assessed.3. Meaning and Interpretation - prep unit. Formal assessment by teacher.4. Geometric Forms - classwork. Self and peer assessed.5. Architecture - prep unit. Formal assessment by teacher.6. Illustration - classwork. Exhibition piece.

Classical Civilisation

Term 1

Unit 1: Who were the Romans?

In this unit you will be finding out how Rome began; the role of the Trojan war, Aeneas, Romulus and Remus in the story of Rome.

Term 2

Unit 2: Was it easy being part of a Roman family?

In this unit you will be finding out the key roles in the Roman family; the life and duties of a slave, education of Roman boys and girls, and the typical day of a Roman citizen.

Unit 3: Roman Society:

In this unit you will be finding out the relationship between patrons and clients in Ancient Rome; Roman food, keeping up appearances and the importance of the dinner-party.

Term 3

Unit 4: Roman entertainment:

In this unit you will be finding out what entertained people in Ancient Rome; the Roman 'games' including gladiatorial contests, hunts, animal fights and chariot racing; why the games were such an important part of life for Romans.

Assessments:

Unit 1: Evidence-based presentation

Unit 2: Essay-based 9-1 style question

Unit 3: Factual recall test (based on 9-1 style short stimulus questions)

Unit 4: Source-based 9-1 style question

English

Term 1

Blood Brothers: Pupils explore how the context of huge changes in society and politics are portrayed in play form. They analyse how the detrimental effect that social inequality can have on people's lives is conveyed through language and staging.

Writing to argue and persuade: Explore the language of rhetoric used in charity campaigns, advertising and journalism.

Term 2

Romeo and Juliet: Pupils explore the key themes of the play and draw parallels with modern society helping them to understand Shakespeare's enduring significance.

Of Mice and Men: Pupils evaluate the novel in light of contemporary criticism. Contrasting styles of language are analysed: description and realistic dialogue.

Term 3

Relationship Poetry: In preparation for further study at KS4, pupils explore a range of poems, both contemporary and classic, charting different stages in relationships.

Introduction to GCSE: short stories are used to introduce and practise the main skills required for GCSE.

Assessments

1. Autumn: Baseline assessment GL assessment
2. Autumn 2: writing a persuasive charity campaign
3. Spring 1: reading text analysis extract from Romeo and Juliet
4. Spring 2: descriptive writing assessment inspired by Of Mice and Men
5. Summer 1: reading text analysis poetry
6. Summer 2: end of year exams in reading and writing

Ongoing assessment in reading, writing and speaking to take place in each unit of work. No revision is required other than for final end of year assessment.

Food Technology

Term 1

Queen Mary's Bake Off Competition

Inspired by the popular TV show, the girls collaborate to design, develop and present their final 'Show Stopping' Cakes. They practise individually first making cupcakes and practising decoration techniques. They revisit food safety and hygiene and the function of carbohydrates, sources and chemical properties is learnt alongside the practical lessons.

Christmas Baking ends the term.

Term 2

We start the GCSE Food Prep & Nutrition Course to give a taster before option choices and make the students aware of the assessment requirements. We learn and practise examination techniques using past papers.

The focus is on building upon their knowledge and understanding of diet, health and nutrition. Macro and micronutrients are explored in greater detail. Students explore dietary needs, costing and meal planning and make a variety of savoury and sweet dishes to suit life stages and dietary needs.

Term 3

In the final term, practical tasks are project based and link to the themes of seasonality, food provenance and sustainability.

The collaborative project sees the pupils researching together, planning and justifying their choices, carrying out nutritional analysis, costing, cooking and food styling.

Assessments

- Judging of the Queen Mary's Bake off and prizes
- Students review and reflect upon the skills learnt throughout the practical lessons against the skills list
- Mini assessment on Carbohydrates
- Macronutrient and macronutrient written assessment
- Practical skills self reflection/progress check against the main 12 skills.
- Practise examination techniques in groups and independently.
- Collaborative project work

French

Term 1

- Comparing France and Britain
- Describe a country
- Talk about famous French people
- Transport and new technology
- Discuss Francophone cartoon characters

Key grammar:

- The present tense of regular verbs, use of "on"
- Comparative and superlative
- The perfect Tense of regular and irregular verbs with avoir
- The perfect tense with être
- Ask and answer questions
- Use "qui" to link sentences

Term 2

- TV programmes
- Discuss musical genres and express detailed opinions of music
- Films / How to review a film
- Discussing reading preferences
- Understand and use the language of advertising

Key grammar:

- Direct object pronouns "le, la, les"
- Faire + infinitive / rendre + adjective
- Use "ce que"
- Give opinions using the perfect and imperfect tenses
- Using "verb + infinitive" structures

Term 3

- Describe old and new technology
- Discuss using technology for leisure activities
- Identify the potential dangers of social media
- Advantages and disadvantages of new technology
- Discuss favourite technology and gadgets

Key grammar:

- Revision of adjectives (position and agreement)
- Use "verb + preposition + infinitive"
- Using impersonal structures
- Structuring and argument
- Using preposition à + definite article

Assessments

- Weekly vocabulary tests
- Grammar focussed assessments
- Listening and Reading Assessment: Autumn Term
- Writing Assessment: Spring Term
- End of Year examination including a speaking assessment: Summer Term

Geography

Term 1 - Why are some earthquakes more deadly than others?

We study the theory of plate tectonics and the processes that occur at plate boundaries. We learn about the effects and responses to earthquakes in countries at contrasting levels of development. We consider why people live in areas at risk from tectonic hazards and how we can reduce the risks.

Term 2 - What are the challenges and opportunities in Lagos?

We learn about the national and global importance of Lagos. We study the social, economic and environmental challenges and opportunities facing Lagos due to rapid urbanisation. We consider how urban planning can help to improve the lives of the urban poor.

Term 3 - How is the Middle East changing?

We study the region of the Middle East, learning about its human and physical geography. We learn about the climate, ecosystems, development and global connections. We study the impact that the natural resources oil and water have in the region and learn about conflict and migration.

Assessments

1. Plate boundaries exam questions
2. Earthquakes at contrasting levels of development
3. Tectonics - End of unit assessment
4. 9 mark questions - Lagos opportunities and challenges
5. End of unit skills + short answer questions.
6. Decision making - water conflict in the Middle East

History

Term 1 - Starts with exploring the Industrial Revolution and its impact on the British people. Predominantly looking at socio-economic changes (demography, workforce transitions etc) while also looking at the various cultural developments that accompanied these changes (holidays, social activities etc).

Term 2 - The start of the final KS3 unit; "What will the 20th Century be remembered for?" During this term the students take a detailed look into a wide variety of events in the 20th century, ranging from the Titanic to the Civil Rights movement. The predominant focus during this period will be Britain in the World Wars, its effect on the people and the nation as a whole.

Term 3 Continue the exploration of the 20th century with a range of significant events on the 20th century to make a judgement on the most significant.

Assessments

1. Essay - Reasons for Population increase
2. GCSE style Essay - Why did cholera spread?
3. Essay - Battle of the Somme or Source exercise WWI
4. Debate - Atomic Bombings
5. Poster - "How will the 20th Century be remembered" - Analytical writing required
6. End of year examination.

Latin

Term 1

Unit 6: Keeping up with the Regnenses

In this unit, as you continue to build vocabulary and grammar, you will meet the legend that is Cogidubnus, whilst making sense of some longer passages in Latin. You will find out about deification, and witness a spectacular event hosted in the palace of the coolest Client King.

Grammar:

- Vocab from CLC Stages 17-18
- Relative clause
- Relative pronoun
- Imperfect tense of possum
- The pluperfect tense
- Ongoing consolidation of all tenses learned so far

Culture:

- King Cogidubnus and his palace at Fishbourne

Term 2

Unit 7: Quintus in Alexandria

In this unit, as you continue to build vocabulary and grammar, you will experience Roman Egypt via Quintus and Barbillus, whilst making sense of some longer passages in Latin. You will find out about the wonders of Alexandria; witness disturbances on the streets and the kindness of strangers.

Grammar:

- Vocab from CLC Stages 17-18
- The genitive case
- Gender in Latin
- How adjectives and relative pronouns change their gender to match the noun they describe
- Pluperfect tense- all persons

Culture:

- The city of Alexandria
- Alexandrian Glass-making

Term 3

Continuation of Unit 7

Depending on progress:

Unit 8: Superstition and science

Assessments

Unit 6:

- Weekly vocab tests from CLC Stages 15-16
- Translation and comprehension of a passage in Latin
- Create an introductory presentation using visual sources about King Cogidubnus.

In this unit, as you continue to build vocabulary and grammar, you will experience festival time in Alexandria followed by the popular sport of hunting. When a participant is injured, a doctor and astrologer compete to provide a cure.

Grammar:

- Vocab from CLC Stages 19-20
- The vocative case
- hic and ille
- Imperatives (singular and plural)
- Negative commands (singular and plural)
- is, ea, id
- Present participle

Culture:

- Fayum mummy portraits
- Animal hunts
- Isis
- Roman medicine and superstition

Unit 7:

- Weekly vocab tests from CLC Stages 17-18
- Translation and comprehension of a passage in Latin
- Explain what can be admired about an example of Alexandrian glassware using specialist terminology.

Unit 8:

- Weekly vocab tests from CLC Stages 19-20
- Translation and comprehension of a passage in Latin

Maths

Term 1

- Straight line graphs
- Forming and solving equations
- Testing conjectures
- Three dimensional shapes
- Constructions and congruency

Term 2

- Numbers
- Using percentages
- Maths and money
- Deduction
- Rotation and translation
- Pythagoras' Theorem

Term 3

- Enlargement and similarity
- Solving ratio and proportion problems
- Rates
- Probability
- Algebraic representation

Assessments

Possible baseline test at the start of the year
Short end of topic test at the end of each topic
Mixed question homework tasks throughout the year
End of year exam

Music

Term 1

1a Soundtracks

The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Pupils explore how composers have used Leitmotifs to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations.

1b What makes a good song?

This unit begins by exploring 'What Makes a Good Song?' through practical musical investigation of two 'good' songs as case studies: "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra. Pupils then progress to creating their own cover version of a song from a lead sheet.

Term 2

2a Music through Time

This music provides an overview of music history from the Medieval Era to the Twentieth Century. Pupils are familiarised with the key stylistic features of music in each of these periods and they learn about key composers from each era.

2b New Directions: Modern art music and minimalism

New Directions takes an in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism. Through exploring a wide range of music from the minimalist and expressionist styles, pupils learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics.

Term 3

3a Dance Music

This unit takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music. By exploring the characteristic musical features of dance music from different times and places, pupils will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such

Assessments

1a Create and perform a soundtrack for the opening sequence of a James Bond film

1b Perform a cover version of a popular song using a lead sheet

2a Compose a melody in the classical style using question and answer phrases

2b Develop a piece of minimalist music from a small melodic motif

3a Perform a piece of dance music from a choice of genres:

as time, metre, rhythms and chords in the music.
 3b Video Game Music
 The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. Sound effects are then explored and pupils either perform or create a range of sound effects to match common actions and cues within games.

Baroque, Waltz, Club Dance, Disco
 3b Create your own music for an existing video game using looping software

All units conclude with a knowledge check and listening assessment in the format of a Google form quiz.

PE

Term 1

Invasion games - Hockey is the main focus this term. Within PE we continuously develop Skills, Tactical Play, Set plays and Game play, with increasingly higher levels of play and expectations. Pupils are split on ability due to the nature of hockey at this age wherever possible to allow those able pupils to stretch and extend their abilities, whilst allowing those who are less confident time and space to explore and develop.

Further development of girls Football during the 'Carousel' lesson. We try wherever possible to offer an alternative for those children that find competitive sport **extremely** challenging. This could be Yoga, swimming, dance, fitness and will be tailored for the group in question.

Term 2

Invasion Games - Netball is the main focus for this term. Skill development, particularly developing different throwing techniques, catching and footwork. Increasingly more complex Tactical play, set plays and game play.

Dance - Dance is provided in Carousel PE this term and the main learning outcome is to demonstrate choreography and performance skills in a performance environment. Learning aims include use of space, dynamics, expansion and contraction and posture.

Term 3

Striking and fielding (Cricket and Rounders) are the main focus this term.

Athletics - Sprints, middle distance runs (800m & 1500m), throws (Introduction to discus, javelin and shot put) and jumps (High Jump, Long Jump and Triple). These are developed throughout the term in preparation for the whole school Sports Day.

Tennis - groundstrokes, introduction to the serve, volleying and game play

PSHE

Term 1

Peer influence, substance use and gangs - *Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation*

- how to distinguish between healthy and unhealthy friendships
- how to assess risk and manage influences, including online
- about 'group thinking' and how it affects behaviour
- how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively
- to manage risk in relation to gangs
- about the legal and physical risks of carrying a knife
- about positive social norms in relation to drug and alcohol use
- about legal and health risks in relation to drug and alcohol use, including addiction and dependence.

Setting goals - *Learning strengths, career options and goal setting as part of the GCSE options process*

- about transferable skills, abilities and interests

Term 2

Respectful relationships - *Families and parenting, healthy relationships, conflict resolution, and relationship changes*

- about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering
- about positive relationships in the home and ways to reduce homelessness amongst young people
- about conflict and its causes in different contexts, e.g. with family and friends
- conflict resolution strategies
- how to manage relationship and family changes, including relationship breakdown, separation and divorce
- how to access support services

Healthy lifestyle - *Diet, exercise, lifestyle balance and healthy choices, and first aid*

<ul style="list-style-type: none"> • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making 	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including breast self-examination
<p>Term 3 <i>Intimate relationships</i> - Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online <p><i>Employability skills</i> - Employability and online presence</p> <ul style="list-style-type: none"> • about young people’s employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their ‘personal brand’ online • habits and strategies to support progress • how to identify and access support for concerns relating to life online. 	<p>Assessment</p> <p>Baseline assessment at start of topic Questioning and class discussion at the end of topic</p>

Religious Studies

Term 1 starts with investigating the idea of Sanctity of Life. Is life sacred? Who has the right to end life? This will be a sensitive topic exploring the abortion debate, euthanasia, the treatment of the elderly and capital punishment.

Term 2 continues with and reaches a judgement about the Sanctity of Life. This is followed by a unit on 'How did we get here?' How was the universe and mankind created and what do the main religious groups believe?

Term 3 looks at the role of the media in their portrayal of religion. Has the modern media had a positive or negative influence?

Assessments

1. Essay - is abortion ever justified?
2. Essay - is capital punishment ever justified?
3. Presentation - is life sacred?
4. Presentation - how did we get here?
5. End of Year examination

Science (Legacy scheme exp Summer 2023)

Term 1

- Unit Variation; covers inheritance, classification, DNA, natural selection, evolution, extinction.
- Unit Materials.; covers reactivity, displacement reactions, extraction of metals, materials polymers, ceramics and composites.

Term 2

- Unit Motion and Space; covers speed, motion graphs, objects in the universe, seasons.
- Unit Drugs and Disease; covers types of drugs, uses of drugs, types of pathogens, immune system and vaccination.

Term 3

- Unit Earth's Sustainability; covers Structure of the Earth, carbon cycle, types of rocks, climate change, the atmosphere, recycling.
- Unit Light and Energy; covers light rays, reflection, refraction, colour, heat transfers and types of energy stores and transfers,
- KS4 project and skills - recapping cells and particles and new practical terminology.

Assessments

Autumn 1 - Success Criteria assessment
Autumn 2 - 40min test on topics covered so far
Spring 1 - Data / graph skills assessment
Spring 2 - 40min test on topics covered so far
Summer 1 - Success Criteria assessment
Summer 2 - End of year exam via GL Assessment on all KS3 work.

Spanish

Term 1

- Food and drink
- Opinions on food and drink
- Ordering in a restaurant
- Discussing what makes a healthy diet
- Saying what parts of the body are hurting
- Discussing health problems and treatments

Key grammar:

- Using "comer" and "beber"
- Negative expressions (1)
- Using "tú" and "usted"
- Using "mucho" and "poco"
- Using the verb "doler" in the present tense
- The imperative

Term 2

- Holiday transport and travel
- Holiday activities
- Extending holiday descriptions
- Describing a past holiday
- Making complex travel descriptions
- Future holiday plans

Key grammar:

- Using "ir" with prepositions
- Using the verb "soler"
- Common expressions and slang
- The preterite tense - regular verbs
- The preterite tense - irregular verbs
- Revision of the near future tense

Term 3

- The internet and social media
- TV programmes
- Watching films at the cinema and at home
- Discussing musical tastes
- Creating an online profile
- Jobs and careers

Assessments:

- Weekly vocabulary tests
- Grammar focussed assessments
- Listening and Reading assessment: Autumn Term
- Writing Assessment - Spring Term
- End of Year examination including a speaking assessment - Summer Term

Key grammar:

- Negative expressions (2)
- Use of "acabar de"
- Using "mejor" and "peor"
- Making comparisons with "preferir...a..."
- Using "ser" and "estar"
- The future tense - regular verbs