

Subject	Overview
<b>Maths</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Properties of Number:</b> Students will consolidate their understanding of factors, multiples and prime numbers. They will then use this knowledge to find the highest common factor and lowest common multiple of two or more numbers. Students will then move onto defining key types of number, such as integers, rational and real numbers.</li> <li>• <b>Percentages:</b> Students will learn how to find percentages from a given amount as well as finding the original amount, given the percentage. They will then learn how to problem solve with percentages, applying their knowledge to real-life situations.</li> <li>• <b>Area and Volume:</b> Students will investigate the properties of both 2D and 3D shapes. They will be able to calculate the volume and surface area of a range of 3D shapes.</li> <li>• <b>Forming and solving equations:</b> Students will study how to solve linear equations and inequalities. They will be able to form equations to then go on and solve. Using this knowledge and understanding students will be able to substitute known values into formulae as well as rearrange algebraic formulae.</li> </ul> <p><b>Homework:</b> Sparx Maths homework will be set weekly throughout this half term, set on a Monday and due to following Monday.</p> <p><b>Assessments:</b> w/c 22<sup>nd</sup> September – Properties of Number End of Unit Assessment w/c 6<sup>th</sup> October – Percentages End of Unit Assessment</p>
<b>English</b>	<p>Students will study the following:</p> <p><b>Humanity Vs Themselves</b></p> <ul style="list-style-type: none"> <li>• William Golding's novel 'Lord of the Flies' with a focus on the inner conflict within all humans.</li> <li>• Human beings as transgressive in poetry and song.</li> <li>• The evolution of transgression in humanity.</li> <li>• Freud's iceberg theory and theory of mind.</li> <li>• Nature vs nurture- serial killers.</li> <li>• The social and cultural significance of masks.</li> <li>• Mob mentality and deindividuation.</li> <li>• The psychopath test.</li> <li>• Letter writing.</li> <li>• Blog writing.</li> </ul> <p><b>Homework:</b> Students will complete weekly Seneca.</p> <p><b>Assessment:</b> Students will be assessed in week 6 on their ability to explore ideas about human nature in the novel using the 'What/ How/ Why' approach of analysis.</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Cell Biology:</b> This unit aims to give students an overview of cells: the basic building blocks which make up all living things. This unit covers the differences between eukaryotic and prokaryotic cells, and how specialised cells are adapted to their functions. The use of microscopes to study cells is explored from a historical viewpoint and as a practical activity. Cell differentiation, how this is controlled at a genetic level and the practical uses in terms of stem cells are also covered, as well as the cell cycle and mitosis. This unit includes a required practical activity.</li> <li>• <b>Digestion &amp; Respiration:</b> In this topic students will learn about the human digestive system, the respiratory system that provides it with oxygen and removes carbon dioxide and the role of the human heart. This unit allows students to understand the hierarchical organisation of the digestive system, the roles of enzymes, enzyme action and the effect of high temperature and extremes of pH on enzymes. Students will learn the main structures of the human heart and their functions. They will explore problems that can develop in the blood vessels, their treatments, how the heartbeat is</li> </ul>



	<p>maintained by the pacemaker, and why some people may have problems with their heart and need an artificial pacemaker or artificial heart. Students will study breathing and gas exchange, the main structures of the gas exchange system along with their functions. This unit includes a required practical activity.</p> <p><b>Homework:</b> Students will complete weekly Seneca quizzes assigned by their class teacher.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Food and drink, mental wellbeing:</b> Students will achieve an understanding of vocabulary to describe meals and healthy diet choices. They will also learn how to describe activities promoting positive mental wellbeing.</li> <li>• <b>Grammar:</b> Students will develop 3<sup>rd</sup> person modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Year 8 study.</li> </ul> <p><b>Homework:</b> Homework will be vocabulary based and set three times throughout the half term. Summative assessment will be next half term.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Free-time:</b> Students will achieve an understanding of vocabulary to describe technology, sport and film.</li> <li>• <b>Grammar:</b> Students will develop modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Year 8 study.</li> </ul> <p><b>Homework:</b> Homework will be vocabulary based and set three times throughout the half term. Summative assessment will be next half term.</p>
Geography	<p>Students will study the following:</p> <p><b>'Is the world getting smaller?'</b></p> <ul style="list-style-type: none"> <li>• The primary, secondary, tertiary and quaternary employment structure and how this can have an impact on a country's economy.</li> <li>• Examples of transnational corporations and the impacts they have around the world including Primark, McDonalds and Nike.</li> <li>• Employment law and fair working conditions in Dhaka Bangladesh, 2013.</li> </ul>
History	<p>Students will study the following:</p> <p><b><u>The Nazi Party</u></b></p> <ul style="list-style-type: none"> <li>• What was the Treaty of Versailles and why was it controversial?</li> <li>• How accurate are representations of the Treaty of Versailles?</li> <li>• Why did people vote for the Nazi Party?</li> <li>• How did Germany become a dictatorship?</li> <li>• How did Hitler use censorship and propaganda to control Germany?</li> <li>• What was life like for women in Nazi Germany?</li> <li>• What was life like for young people in Nazi Germany?</li> <li>• What was life like for workers in Nazi Germany?</li> </ul> <p><b>Assessment</b> will include: knowledge and concept retrieval, descriptive historical writing, making supported inferences and extended writing on interpretations of history.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p><b>What are the different academic approaches to studying religion?</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Philosophy</b> Exploring: What is philosophy about? Different approaches to philosophy, benefits of studying philosophy, the rules of philosophy, the value of thinking.</li> <li>• <b>In Deep water.</b> Exploring: the difficulties involved in making moral decisions, understanding why we do the things we do; Moral duty, consequences, sympathy, conscience.</li> <li>• <b>Can violence ever be justified?</b> Exploring: the use of violence and effective alternatives to violence, differences in violence, is violence ok for protection purposes? Where do we see violence? The impact of the beliefs and acts of Martin Luther King, bringing change without violence.</li> <li>• <b>How can you be certain of anything?</b> Exploring: Doubt and certainty, understanding basic epistemology and Descartes' use of doubt in the quest for certainty.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Does God Exist?</b> Exploring: looking at the arguments which people believe proves that God Exists, William Paley and the intelligent design theory, the cosmological argument, Darwin's theory of evolution and the big bang, the theist evolution theory.</li> <li>• <b>How does studying psychology help us understand religious beliefs in God?</b> Exploring: reasons people believe in God, what is psychology? Who was Sigmund Freud? Sigmund's ideology on religion as wish fulfilment, who was Carl Jung? Whose ideology was more plausible?</li> </ul> <p><b>Homework:</b> Revise and reflect for our end of unit assessment.</p>
PSHE	<p>Students will study the following:</p> <p>Body confidence theme:</p> <ul style="list-style-type: none"> <li>• How self-esteem changes through puberty</li> <li>• What is a penis</li> <li>• What is a vulva</li> <li>• Bullying in all its forms</li> <li>• Dealing with grief and loss</li> <li>• Media and airbrushing</li> <li>• Cancer prevention and healthy lifestyles</li> </ul>
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Girls Set 1: Netball</li> <li>• Girls Set 2: Handball</li> <li>• Both boys groups are on Rugby Union</li> </ul> <p>All boys need a gum shield and football boots.</p>
Music and Performing Arts	<p>In Music, students will study the following:</p> <p>Topic: <b>Styles of 20<sup>th</sup> Century Music / Rehearsal and Performance Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Appraising/Listening</b> – Listening to music from each decade and genre</li> <li>• <b>Understanding</b> – Instrumentation, musical aspects of each genre, rehearsal skills</li> <li>• <b>Performing</b> – Performing a song of your choice using acquired rehearsal skills</li> </ul> <p><b>Homework:</b> Research of your song and its style, listening to the song to become more familiar with it</p> <p>In Performing Arts, students will study the following:</p> <p><b>Teechers by John Godber (Epic Theatre)</b></p> <p>Students will work on developing their acting skills, they will develop more than one character and learning professional repertoire from the play 'Teechers'. Students will work in groups of three learning dialogue and developing their use of acting techniques such as multi-role, direct address, quick paced scenes, colloquial language, humour, and frequent changes of directions.</p> <p><b>Knowledge</b>-Students will learn about the context of the play being set in the 1980's. They will develop understanding of the characters, plot and the Godber acting techniques. Epic theatre techniques– non naturalistic style of acting, use of multi-role, minimalistic use of props and costumes. Character development including vocal, physical, and blocking, stage directions. Acting skills and techniques.</p> <p><b>Skills</b>-Responding to direction and reviewing skills and techniques. Acting skills including- clarity, articulation, projection, remembering lines/lyrics, pitch, rhythm, tone, tune, breath control, characterisation, facial expression, spatial awareness, and stage presence.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Microsoft forms Quiz- reviewing their knowledge of the topic.</li> <li>• Rehearsal of the lines, learning them off by heart ready for their assessment.</li> </ul>
Art Textiles	<p>Students will study the following:</p> <p><b>Self Portrait Project</b></p>



	<p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following -</p> <ul style="list-style-type: none"> <li>• Observational drawings of facial features using tone and texture,</li> <li>• Analysing the work of Artists,</li> <li>• Annotating their artwork.</li> </ul>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Famous Designer Research:</b> Students will gain an understanding of why researching past and present designers and design companies is important. Students will then investigate different designers and design companies analysing and evaluating their work.</li> <li>• <b>Developing a Design Brief:</b> Students will achieve an understanding of what a design brief is and how designers use a brief to give them guidance and focus throughout the design process.</li> <li>• <b>Perspective Drawing:</b> Students will develop their 1-point perspective drawing skills.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>The Science of Food.</b> Students will achieve an understanding of why we cook food and different cooking methods. Students will also learn about the working characteristics and functional properties of ingredients for example why sugar is used as an ingredient for cakes.</li> </ul> <p>In the 'Skills' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Timbers and Manufactured Boards:</b> Students will be able to recognise and identify a range of timbers and manufactured boards and discuss their properties and uses.</li> <li>• <b>Polymers:</b> Students will be able to recognise and identify a range of polymers and discuss their properties and uses.</li> <li>• <b>Sustainability:</b> Students will achieve an understanding of how material choices impact the planet and to be a responsible designer we must consider the alternatives and disposal.</li> <li>• <b>Material Properties:</b> Students will investigate the physical and working properties of materials to understand the best options for specific uses and functions so that they can make informed design decisions.</li> </ul> <p><b>Homework:</b> Research and design developments.</p> <p><b>Assessment:</b> Ongoing summative assessment on designing and making skills in project booklets.</p>
Computing	<p>Students will study the following:</p> <p><b>E-Safety: Power of Media and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>• Students will delve into the complexities of e-safety looking at important issues such as Fake news, echo chambers and filter bubbles as well as the rise and impact of AI.</li> <li>• They will learn to think critically about trustworthy versus untrustworthy online content, understanding how media can influence decision-making through propaganda and false information.</li> <li>• Using PowerPoint, students will create a complete guide to the different ways to identify these negative influences online enhance their understanding and presentation skills.</li> </ul> <p>By exploring e-safety and media literacy through practical tasks and critical thinking exercises, students will develop essential skills for navigating the digital world safely, responsibly, and knowledgeably, preparing them for future challenges and opportunities in an increasingly digital society.</p> <p><b>National Curriculum References:</b></p> <ul style="list-style-type: none"> <li>• E-safety, digital literacy, and critical evaluation of online content.</li> <li>• Media literacy, propaganda, and responsible digital citizenship.</li> </ul>



**Why this?**

- Understanding e-safety and critical media literacy is crucial for navigating the digital world safely and responsibly.
- Encourages students to develop critical thinking skills to evaluate online content and media influence.

**Why now?**

- Addressing these topics early in Year 9 helps establish safe online habits and media literacy skills from a young age.
- Integrating creative tasks like mood boards and diagrams enhances learning through practical application.

**Homework/ Assessments:**

- Quizzes on key e-safety concepts, media influence, and critical evaluation skills.
- Practical assignments creating mood boards, visualisation diagrams, and mind maps.
- Project demonstrating understanding of e-safety and media literacy through presentations.