

# YEAR 9

## What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p><b>The Other Side of the Pond:</b> Of Mice and Men by John Steinbeck</p> <p>The skills assessed this half term will be.</p> <ul style="list-style-type: none"> <li>• Craft of the Writer</li> <li>• Evaluation</li> <li>• Literary Study</li> <li>• Transactional Writing and Written Accuracy</li> </ul>	<p><b>Our Deeds are Our Monuments:</b> Martyn Pig by Kevin Brooks</p> <p>The skills assessed this half term are:</p> <ul style="list-style-type: none"> <li>• Craft of the Write</li> <li>• Evaluation</li> <li>• Information Retrieval</li> </ul> <p><i>Supporting texts: Lamb to the Slaughter</i> by Roald Dahl and <i>The Tell Tale Heart</i> by Edgar Allen Poe.</p>
Maths	<p><b>Number 9</b></p> <ul style="list-style-type: none"> <li>• Simplify indices and surds</li> </ul> <p><b>Shape 6</b></p> <ul style="list-style-type: none"> <li>• Reason and solve problems with angles on parallel lines and angles in polygons</li> </ul> <p><b>Proportion 1</b></p> <ul style="list-style-type: none"> <li>• Interpret simple pie charts</li> </ul> <p><b>Data 5</b></p> <ul style="list-style-type: none"> <li>• Construct, interpret and solve problems involving pie charts</li> </ul> <p><b>Proportion 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Percentage and percentage change</li> </ul> <p><b>Proportion 7</b></p> <ul style="list-style-type: none"> <li>• Work fluently and interchangeably with fractional and percentage change</li> </ul> <p><b>Shape 7</b></p> <ul style="list-style-type: none"> <li>• Area of circles, semi-circles and compound shapes involving circles</li> </ul> <p><b>Number 10</b></p> <ul style="list-style-type: none"> <li>• Standard form</li> </ul>	<p><b>Data 6</b></p> <ul style="list-style-type: none"> <li>• Averages, stem and leaf, scatter graphs</li> </ul> <p><b>Shape 8</b></p> <ul style="list-style-type: none"> <li>• Constructions</li> </ul> <p><b>Proportion 8</b></p> <ul style="list-style-type: none"> <li>• Fractions and ratio</li> </ul> <p><b>Algebra 8</b></p> <ul style="list-style-type: none"> <li>• Solving simultaneous equations</li> </ul> <p><b>Data 7</b></p> <ul style="list-style-type: none"> <li>• Comparing data</li> </ul> <p><b>Algebra 9</b></p> <ul style="list-style-type: none"> <li>• Expanding and factorising equations (linear and quadratic).</li> </ul>
Science	<p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>• Cells, inheritance and evolution</li> </ul> <p><b>Unit 10</b></p> <ul style="list-style-type: none"> <li>• Waves</li> </ul>	<p><b>Unit 11</b></p> <ul style="list-style-type: none"> <li>• Electricity and magnetism - In this unit we will explore the properties of electricity and how it travels. We we also investigate the force of magnetism and its uses.</li> </ul> <p><b>Unit 12</b></p> <ul style="list-style-type: none"> <li>• Patterns and materials - In this unit we will explore the periodic table, its patterns and the reactivity of metals.</li> </ul> <p><b>Unit 13</b></p> <ul style="list-style-type: none"> <li>• Health - in this unit we will explore the world or personal hygiene and health. We will investigate different diseases both communicable and noncommunicable.</li> </ul> <p><b>CI</b></p> <ul style="list-style-type: none"> <li>• Atomic structure - In this unit we will further explore the structure of the atom; its properties and how they interact with others.</li> </ul> <p><b>BI</b></p> <ul style="list-style-type: none"> <li>• Cell biology - In this unit we will further explore the microscopic world of cells and their features. We will investigate ways of viewing cells and how they can combine and divide to make more complex structures.</li> </ul>

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<b>Art</b>	<p><b>Architecture:</b> Students embarked upon a mini project based around Architecture and the work of Clara Lieu in which they developed their skills in 3D drawing and drawing from one point perspective. Students explored the use of charcoal and chalk to create atmospheric architecture drawings before developing this into their own independent architecture artworks.</p>	<p><b>Graffiti Art:</b> Students begin by exploring the history and origins of Graffiti Art, from cave paintings, then political statements in America right the way through the massive murals that are popular today. Students will then explore two very different Graffiti Artists that both explore composition and the use of the formal elements in very different ways to develop their presentation and analytical skills to prepare them for KS4.</p>
<b>Geography</b>	<p><b>How does the sea shape the land?</b> Students examined various processes and landforms at the coast, along with the success of various management strategies.</p>	<p><b>How do rivers shape the land?</b> <b>How do I complete my rivers fieldwork?</b> Students build on the coastal unit and look at the physical processes and landforms at different courses of the river. They undertake fieldwork along the River Tees.</p> <p><b>Is Russia a prisoner of geography?</b> This unit allows students to examine a range of physical and human processes in a very unique setting. Students are also able to learn about cold environments as part of this.</p>
<b>History</b>	<p><b>What were the causes of World War One?</b> Students studied the long term and short term reasons for the outbreak of World War I.</p> <p><b>How did the experiences of World World One differ?</b> The students studied conditions and life in the trenches. The students learnt that the war had an impact on civilians and the fact that women made a significant contribution towards the war effort. They produced ammunition and weapons and kept the troops supplied on the Western Front.</p>	<p><b>Have attitudes towards disability evolved over time?</b> Students explain how changes to society, including the Industrial Revolution, had an impact on people's lives and caused disability through injury. Students should be able to compare and explain how attitudes towards disability have changed through time, including developments and changes in society to support people with disabilities. This includes the introduction of the Mandeville games and the Paralympics. Students should be able to understand modern legislation and reform in the fight for equality and disabled rights.</p> <p><b>What were the causes and events of World War II?</b> To understand WW2 in an international, national and local context, such as the Blitz on Middlesbrough railway station. To explain how WW2 and its impact shaped the world.</p>
<b>Religious Studies</b>	<p>N/A</p>	<p><b>What makes an action morally right or wrong?</b> Students will study ethics and moral actions, including making judgement on the role of rules in society and whether some lives are more valuable than others.</p> <p><b>Are there questions that have no answer?</b> Students will explore questions in relation to experiences such as life after death and whether God can exist.</p>
<b>Computer Science</b>	<p><b>Data Representation:</b> Students learnt how computers function and send/receive data. Students learnt about binary, denary and hexadecimal including how to convert between each. Students then went on to learn about binary logic, looking at NOT, OR and AND gates, truth tables and digital circuits. Finally students learnt how this binary language is used to represent an image in the form of a bitmap.</p> <p><b>Python Programming:</b> Students then began looking at the high level programming language, Python. They used Trinket to create a range of basic programmes that focussed on the use of print statements, input/output, variables, selection, logical operators and IF statements. Students then looked at count and condition controlled loops. Students completed the course with a mini-assignment to create their own program using all of the skills they had learnt.</p>	<p><b>E-Safety:</b> Students will begin the year by studying the importance of acting with empathy when communicating with others online. They will look at what rewarding relationships look like online and the consequences of our digital footprint.</p> <p><b>Python Programming:</b> Students will begin by recapping their learning from year 8 and then begin to use inputs/outputs in Python (programming language), variables and casting, selection, iteration, validation, count and condition controlled loops in more complex programs to develop their understanding.</p>

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Languages	<p><b>French or Spanish Festivals and celebrations</b></p> <ul style="list-style-type: none"> <li>• Described festivals</li> <li>• Gave opinions (in the first and third person)</li> <li>• Expressed wishes about future events using the conditional</li> <li>• Described past events and festivals I attended</li> <li>• Understood the cultural significance of the studied festivals and celebrations</li> </ul>	<p><b>French or Spanish Visit to a city in the target language country:</b></p> <ul style="list-style-type: none"> <li>• Describe what the important touristic sights are</li> <li>• Express wishes relating to possible visits (using the conditional)</li> <li>• Describe a past visit to a city (using the past tense)</li> <li>• Buy tickets and book accommodation (transactional language)</li> </ul>
Physical Education	<p>Students looked at the following 2 concepts across the summer term. Two concepts from the spring term were continued to complete any remaining lessons.</p> <p><b>How can I develop consistent skills across athletic events?</b></p> <p>Students will look at how they can improve technique and performance across a range of disciplines within track &amp; field - 100m, 200m, 400m, 800m, 1500m, Javelin, Long Jump, Shot Putt, High Jump &amp; Discus.</p> <p><b>How do I outwit an opponent?</b></p> <p>Students will be developing their range of techniques in both striking and fielding areas trying to develop consistency within practice conditions. Students will then experiment with the application of these skills into game situations. Sports across the striking &amp; fielding sector including rounders, cricket &amp; softball will be covered.</p>	<p>Students will follow a rotation and cover the 5 concepts as described below. Each concept is covered for 10 lessons.</p> <p><b>Attacking &amp; Defending:</b></p> <ul style="list-style-type: none"> <li>• Football, Handball, Basketball</li> </ul> <p><b>Accessible Sports:</b></p> <ul style="list-style-type: none"> <li>• Boccia, Sitting Volleyball, Sitting Badminton, Goalball, Adapted Games</li> </ul> <p><b>Skill Development:</b></p> <ul style="list-style-type: none"> <li>• Rugby/Tag Rugby, Netball, Handball</li> </ul> <p><b>Net Games:</b></p> <ul style="list-style-type: none"> <li>• Badminton, Table Tennis</li> </ul> <p><b>Problem solving to include Fitness &amp; OAA:</b></p> <ul style="list-style-type: none"> <li>• Circuit Training, HIIT, Outdoor Fitness, Boxercise, Orienteering</li> </ul>
Music	<p><b>All About The Bass</b></p> <p>In this unit we explored bass guitar. We learned the string names, listened to impressive players and played along to major songs. We used acoustic guitars to learn on and then had the opportunity to play a real bass guitar.</p> <p><b>Ensemble</b></p> <p>Students used "Never Gonna Give You Up" as the basis for developing an ensemble. They learned to play chord progressions on the keyboards and either ukulele or guitar (some students managed both). They then performed together in small groups, learning to play in time with each other.</p>	<p>Students will be on a rotation between two units:</p> <p><b>BritPop and Grunge music</b></p> <p>Students will develop their knowledge of Treble and Bass clef, using a range of instruments to create a performance based around britpop and grunge music. Students will be reading basic rhythmic and melodic notation.</p> <p><b>Classical Music remix</b></p> <p>Students will be learning how music can be sampled and changed in a remix, using technology such as Garageband and learning skills around music technology.</p> <p><b>Music Notation</b></p> <p>Students will continue short rhythmic and pitch activities including both written and practical tasks.</p>
Performing Arts	<p><b>Craig and Bentley</b></p> <p>Students will explore the story of Craig and Bentley, discussing morals and capital punishment. Students will use this story to use role play. Students will use script to direct a scene, develop still images further and build on their skills of vocal and physical characterisation.</p> <p><b>Stimuli</b></p> <p>Students will begin to explore how we devise from different stimuli, looking at where we start the process and how to get from the page to practical. Students will devise for their own ideas and learn how we do this at GCSE level.</p>	<p><b>World War I</b></p> <p>Students will use WWI as a stimulus to develop their performance and devising skills further. Students will begin to develop more challenging pieces using both mime and slow motion to develop creative and imaginative pieces. Students will use a sophisticated play 'Oh What A Lovely War', learn lines and be able to interpret the use of light hearted comedic moments. Students will continue to develop their vocals and Physical skills.</p> <p><b>Hillsborough</b></p> <p>Students used Hillsborough as a stimulus to develop scenes and devise a piece as a whole class. They used a variety of different strategies to explore the stimulus and create varied scenes to tell the story. Students developed characters and did research on this event/disaster.</p>
DT	<p>Students in DT will work in a carousel system, changing each term and studied:</p> <p><b>Product design:</b> Set Design Project</p> <p><b>Hospitality &amp; Catering:</b> Food Ethics &amp; Sustainability</p> <p><b>Textiles:</b> Printing &amp; Dyeing Skills - Koinobori Kite Project</p>	<p>Students in DT will work in a carousel system, changing each term and will either study:</p> <p><b>Product design:</b> Aroma Cube</p> <p><b>Hospitality &amp; Catering:</b> Food Commodities</p> <p><b>Textiles:</b> Skills Consolidation - Sugar Skull Cushion Project</p>

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Subject	Last Term We Studied...	This Term We are Studying...
PD&G	<p><b>How can I stay safe online?</b> Growing up in the digital age, students will be given information on how they can keep safe online and will also learn about the law surrounding online sharing.</p> <p><b>What do I need to know to keep myself safe?</b> Students will learn about gang-related crime and exploitation, including contextual information of how this can be seen in Middlesbrough.</p>	<ul style="list-style-type: none"><li>• <b>Monday</b> : Outwood Futures</li><li>• <b>Tuesday</b> : Personal Development</li><li>• <b>Wednesday</b> : Assembly</li><li>• <b>Thursday</b> : Outwood Reads</li><li>• <b>Friday</b> : Votes For Schools</li></ul>

**Enrichment Curriculum** - *Additional activities on offer for students*

