

YEAR 9

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p>Our Deeds are Our Monuments: Martyn Pig by Kevin Brooks The skills assessed this half term are:</p> <ul style="list-style-type: none"> • Craft of the Write • Evaluation • Information Retrieval <p><i>Supporting texts: Lamb to the Slaughter by Roald Dahl and The Tell Tale Heart by Edgar Allen Poe.</i></p>	<p>People and Communities: DNA by Dennis Kelly</p> <ul style="list-style-type: none"> • Literary Study
Maths	<p>Data 6 Averages, stem and leaf, scatter graphs</p> <p>Shape 8 Constructions</p> <p>Proportion 8 Fractions and ratio</p> <p>Algebra 8 Simultaneous equations</p> <p>Data 7 Comparing data</p> <p>Algebra 9 Expanding and factorising equations (linear and quadratic).</p>	<p>Number 11 Fractional and negative indices, surds</p> <p>Algebra 10 Quadratic equations - algebra / graphical</p> <p>Shape 9 Pythagoras Theorem</p> <p>Proportion 9 Inverse proportion</p> <p>Shape 10 Surface Area</p> <p>Algebra 11 Non-linear and basic quadratic sequences</p>
Science	<p>Unit 11</p> <ul style="list-style-type: none"> • Electricity and magnetism - In this unit we will explore the properties of electricity and how it travels. We also investigate the force of magnetism and its uses. <p>Unit 12</p> <ul style="list-style-type: none"> • Patterns and materials - In this unit we will explore the periodic table, its patterns and the reactivity of metals. <p>Unit 13</p> <ul style="list-style-type: none"> • Health - in this unit we will explore the world or personal hygiene and health. We will investigate different diseases both communicable and noncommunicable. <p>CI</p> <ul style="list-style-type: none"> • Atomic structure - In this unit we will further explore the structure of the atom, its properties and how they interact with others. <p>BI</p> <ul style="list-style-type: none"> • 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. 	<p>Continuation of BI - 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.</p> <p>Continuation of CI - Atomic structure - In this unit we will further explore the structure of the atom, its properties and how they interact with others.</p> <p>PI - Energy - In this unit we will further explore the movement of energy from one object to another and the effects of converting from one energy store to another.</p>

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Art	<p>Graffiti Art: 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>	<p>Graffiti Art: Students begin this term by exploring GCSE style lessons in Art and Photography disciplines to prepare them for their option choices. Students will then design two Graffiti letters based on the Artists studied in Term 1. One of these designs will be chosen and students will learn how to sculpt the letters with card and gum tape. They will then apply their chosen design using appropriate materials linked to their artist.</p>
Geography	<p>How do rivers shape the land? Students built on the coastal unit and look at the physical processes and landforms at different courses of the river. Students also undertook a piece of fieldwork about tourism in Whitby.</p> <p>Is Russia a prisoner of geography? This unit allowed students to examine a range of physical and human processes in a very unique setting. Students were also able to learn about cold environments as part of this.</p>	<p>How has industry shaped the heart of Teesside? Students learned about the history of their region: how it grew and why, what led to the decline of industry and the issues surrounding this.</p> <p>Why is the Middle East an important world region? This unit examines the physical and human aspects of the Middle East, including its economic growth and its links to oil. It also looks at how some of the cities are trying to become sustainable.</p>
History	<p>Have attitudes towards disability evolved over time? Students learned about how changes to society, including the Industrial Revolution, had an impact on people's lives and caused disability through injury. Students were able to compare and explain how attitudes towards disability have changed through time, which included developments and changes in society to support people with disabilities. This included the introduction of the Mandeville games and the Paralympics. Students were given the opportunity to explore and understand modern legislation and reform in the fight for equality and disabled rights.</p> <p>What were the causes and events of World War II? Students developed an understanding of WW2 in an international, national and local context, such as the Blitz on Middlesbrough railway station. Students were taught how WW2 and its impact shaped the world.</p>	<p>How was the Holocaust able to happen? This unit follows on chronologically from the World War Two topic, introducing students what happened during the European Holocaust that overlapped with World War Two. Within the topic, students will explore legislation in Nazi Germany and across Europe, how the Nazis persecuted different minorities groups, and what happened as a result due to the Final Solutions.</p> <p>Was Churchill a hero or a villain? This topic looks at the role of Sir Winston Churchill from the beginning of the career until he became Prime Minister of Britain, and covers the theme of the British Empire and the start of its decline. Students will be expected to provide judgement on Churchill's political decisions and character to decide whether Churchill should be viewed as a hero or a villain.</p>
Religious Studies	<p>What makes an action morally right or wrong? Students studied 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>Are there questions that have no answer? Students explored questions in relation to experiences such as life after death and whether God can exist.</p>	<p>Is there a purpose to evil and suffering? Students will question whether evil and suffering are necessary, and will explore different religious viewpoints towards this question.</p> <p>How did the Holocaust happen - and why must we never forget? Students will look at the historical event of the European Holocaust under Nazi occupation, with some lessons largely focusing on the persecution of Jewish minorities in Europe.</p>
Computer Science	<p>Send me a pic?: Students learnt about what the four key principals for healthy interactions online look like and how to respond to peer pressure around sharing images and information online. Students then learnt about the pressures and influences people may experience when sharing information on line including the sharing of indecent images. The students then learn how they can protect themselves and safely challenge any pressure they may experience around sharing information and images online.</p> <p>User Interfaces: Students learnt about what makes a good user interface and how to incorporate accessibility into the design of a user interface. Students then explore further how design choices can impact a user interface and what tools can be used to create it.</p>	<p>Python (Part 2): Students will be continue their previous learning on the programming language Python. They will use an IDE (coding software) to create a range of basic programmes that focussed on the use of, variables, selection, logical operators and IF statements. Students will then look at count and condition controlled loops. Students will then complete the unit with an assessment that requires them to use their coding skills to complete a series of tasks. Following the assessment students will be provided with feedback and the opportunity to improve their work.</p>

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Languages	<p>French or Spanish Visit to a city in the target language country:</p> <ul style="list-style-type: none"> Describe what the important touristic sights are Express wishes relating to possible visits (using the conditional) Describe a past visit to a city (using the past tense) Buy tickets and book accommodation (transactional language) 	<p>French / Spanish Plans and hopes for the future of the world of work; study and essential skills:</p> <ul style="list-style-type: none"> Talk about likes and dislikes around school subjects Talk about future plans and job interests <p>Healthy lifestyle</p> <ul style="list-style-type: none"> Likes and dislikes around food Discuss types of lifestyles in 3 tense (healthy or not) Use transactional language to buy food
Physical Education	<p>Students have followed a rotation and have covered 3 of the 5 concepts as described below. Each concept is covered for 10 lessons.</p> <p>Attacking & Defending:</p> <ul style="list-style-type: none"> Football, Handball, Basketball <p>Accessible Sports:</p> <ul style="list-style-type: none"> Boccia, Sitting Volleyball, Sitting Badminton, Goalball, Adapted Games <p>Skill Development:</p> <ul style="list-style-type: none"> Rugby/Tag Rugby, Netball, Handball <p>Net Games:</p> <ul style="list-style-type: none"> Badminton, Table Tennis <p>Problem solving to include Fitness & OAA:</p> <ul style="list-style-type: none"> Circuit Training, HIIT, Outdoor Fitness, Boxercise, Orienteering 	<p>Students will continue to follow a rotation and cover 2 of the 5 concepts as described below. Each concept is covered for 10 lessons.</p> <p>Attacking & Defending:</p> <ul style="list-style-type: none"> Football, Handball, Basketball <p>Accessible Sports:</p> <ul style="list-style-type: none"> Boccia, Sitting Volleyball, Sitting Badminton, Goalball, Adapted Games <p>Skill Development:</p> <ul style="list-style-type: none"> Rugby/Tag Rugby, Netball, Handball <p>Net Games:</p> <ul style="list-style-type: none"> Badminton, Table Tennis <p>Problem solving to include Fitness & OAA:</p> <ul style="list-style-type: none"> Circuit Training, HIIT, Outdoor Fitness, Boxercise, Orienteering
Music	<p>Students have been on a rotation between two units:</p> <p>BritPop and Grunge music Students have developed their knowledge of Treble and Bass clef, using a range of instruments to create a performance based around britpop and grunge music. Students have been reading basic rhythmic and melodic notation.</p> <p>Classical Music remix Students have been learning how music can be sampled and changed in a remix, using technology such as Garageband and learning skills around music technology.</p> <p>Music Notation Students have continued short rhythmic and pitch activities including both written and practical tasks.</p>	<p>Minimalism In this unit students will learn to use Garageband to create minimalist compositions. Students will learn how to layer different patterns and listen to classic minimalist pieces such as Tubular Bells by Mike Oldfield, Clocks by Coldplay and pieces by Steve Reich.</p> <p>Video Game Music Students will be studying the history of video game themes and music, performing some classics and developing our own.</p> <p>The importance of developing music with strong, catchy character and composition will form a key part of students development.</p> <p>Music Notation Students will continue short rhythmic and pitch activities including both written and practical tasks.</p>
DT	<p>Students in DT will work in a carousel system, changing each term and will either study:</p> <p>Product design: Aroma Cube Hospitality & Catering: Food Commodities Textiles: Skills Consolidation - Sugar Skull Cushion Project</p>	<p>Students in DT will work in a carousel system, changing each term and will either study:</p> <p>Product design: Aroma Cube Hospitality & Catering: Food Commodities Textiles: Skills Consolidation - Sugar Skull Cushion Project</p>

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Performing Arts	<p>World War I Students have used WWI as a stimulus to develop their performance and devising skills further. Students have begun to develop more challenging pieces using both mime and slow motion to develop creative and imaginative pieces. Students used a sophisticated play 'Oh What A Lovely War,' learnt lines to be able to interpret the use of light hearted comedic moments. Students have continued to develop their vocals and physical skills.</p> <p>Hillsborough Students used Hillsborough as a stimulus to develop scenes and devised 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>	<p>Blood Brothers Students will study the play Blood Brothers. They will look at characterisation and how different themes can be portrayed through different scenes. Students will use devising for this part of the work before moving on to use script. Students will explore ways of telling a story through montage and narration, building on their prior skills.</p> <p>Physical Theatre Students will explore the use of the explorative strategy Physical theatre, building in their knowledge from year 8. They will learn some basic stage fighting techniques and how we can use ourselves to create props and set. They will perform pieces incorporating this into scenes with developed characters and chosen scenarios.</p>
PD&G	<ul style="list-style-type: none">• Monday : Outwood Futures• Tuesday : Personal Development• Wednesday : Assembly• Thursday : Outwood Reads• Friday : Votes For Schools	<ul style="list-style-type: none">• Monday : Outwood Futures• Tuesday : Personal Development• Wednesday : Assembly• Thursday : Outwood Reads• Friday : Votes For Schools

Enrichment Curriculum - Additional activities on offer for students

