

YEAR 9

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	The Other Side of the Pond: Of Mice and Men by John Steinbeck The skills assessed this half term will be. • Craft of the Writer • Evaluation • Literary Study • Transactional Writing and Written Accuracy	Our Deeds are Our Monuments: Martyn Pig by Kevin Brooks The skills assessed this half term are: • Craft of the Write • Evaluation • Information Retrieval <i>Supporting texts: Lamb to the Slaughter by Roald Dahl and The Tell Tale Heart by Edgar Allen Poe.</i>
Maths	Number 9 • Simplify indices and surds Shape 6 • Reason and solve problems with angles on parallel lines and angles in polygons Proportion 1 • Interpret simple pie charts Data 5 • Construct, interpret and solve problems involving pie charts Proportion 3 and 4 • Percentage and percentage change Proportion 7 • Work fluently and interchangeably with fractional and percentage change Shape 7 • Area of circles, semi-circles and compound shapes involving circles Number 10 • Standard form	Data 6 • Averages, stem and leaf, scatter graphs Shape 8 • Constructions Proportion 8 • Fractions and ratio Algebra 8 • Solving simultaneous equations Data 7 • Comparing data Algebra 9 • Expanding and factorising equations (linear and quadratic).
Science	Unit 9 • Cells, inheritance and evolution Unit 10 • Waves	Unit 11 • 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. Unit 12 • Patterns and materials - In this unit we will explore the periodic table, its patterns and the reactivity of metals. Unit 13 • Health - in this unit we will explore the world or personal hygiene and health. We will investigate different diseases both communicable and noncommunicable. CI • Atomic structure - In this unit we will further explore the structure of the atom; its properties and how they interact with others. 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.

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Art	Architecture: Students embarked upon a mini project based around Architecture through time 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.	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.
Geography	What makes Asia a continent of contrasts? We teach this unit on Asia to help students understand how physical and human geography interact across very different environments. By studying contrasting locations such as Japan , a highly urban and densely populated country , and the Himalayas, a remote mountainous region with extreme conditions, students saw how people adapt to both favorable and challenging environments.	How have UK urban areas changed, and can they become better places to live? This unit gives students the opportunity to expand their knowledge of urban areas in the UK and how and why they are changing. It will help develop students' understanding of issues surrounding the difficulties within UK urban areas and what has caused these, including issues surrounding deindustrialisation. Following this, they will examine urban areas that have been regenerated.They undertake fieldwork in their local high street.
History	What were the causes of World War One? Students studied the long term and short term reasons for the outbreak of World War I. How did the experiences of World World One differ? 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.	Have attitudes towards disability evolved over time? 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. What were the causes and events of World War II? Students were given the opportunity to examine WW2 through international, national and local context, such as the Blitz on Middlesbrough railway station. They also examined how WW2 had far reaching impacts around the world and how these shaped the future.
Religious Studies	Why don't all Christians express their beliefs in the same way? Students looked at different groups within Christianity through the lens of Christianity in the USA. The examined the differing beliefs of groups such as the Amish and Mormons. What might it mean to be a British Muslim today? Students studied the experiences of British Muslims by looking at the importance of mosques, the link between Islam and British Values and the issues surrounding Islamophobia.	What makes an action morally right or wrong? 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. What does it mean to live as a Sikh today? Students will have the opportunity to explore what the teachings of Sikhism are and how modern Sikhs approach their religious beliefs in the UK.
Computer Science	Digital Forensics: This unit provides a foundation for future study in cybersecurity, networking, ethical hacking, databases, and computer systems. Students develop an understanding of how data is stored, recovered, analysed, and used as evidence, while also reinforcing important online safety and safeguarding principles. The unit introduces several concepts revisited at GCSE Computer Science, including metadata, network identifiers, cybersecurity threats, and digital security. Python Programming: 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	E-Safety: 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. Python Programming: 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.

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Languages	French or Spanish Festivals and celebrations - Described festivals - Gave opinions (in the first and third person) - Expressed wishes about future events using the conditional - Described past events and festivals I attended - Understood the cultural significance of the studied festivals and celebrations	French or Spanish Visit to a city in the target language country: - 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)
Physical Education	Students looked at the following 2 concepts across the summer term. Two concepts from the spring term were continued to complete any remaining lessons. How can I develop consistent skills across athletic events? Students looked at how they could improve technique and performance across a range of disciplines within track & field - 100m, 200m, 400m, 800m, 1500m, Javelin, Long Jump, Shot Putt, High Jump & Discus. How do I outwit an opponent? Students developed their range of techniques in both striking and fielding areas trying to develop consistency within practice conditions. Students then experimented with the application of these skills into game situations. Sports across the striking & fielding sector including rounders, cricket & softball were covered.	Students will follow a rotation and cover the 5 concepts as described below. Each concept is covered for 10 lessons. Attacking & Defending: - Football, Handball, Basketball Accessible Sports: - Boccia, Sitting Volleyball, Sitting Badminton, Goalball, Adapted Games Skill Development: - Rugby/Tag Rugby, Netball, Handball Net Games: - Badminton, Table Tennis Problem solving to include Fitness & OAA: - Circuit Training, HIIT, Outdoor Fitness, Boxercise, Orienteering
Music	All About The Bass 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. Ensemble 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.	Students will be on a rotation between two units: BritPop and Grunge music 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. Classical Music remix 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. Music Notation Students will continue short rhythmic and pitch activities including both written and practical tasks.
Performing Arts	Craig and Bentley 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. Stimuli 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.	World War I 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 able to interpret the use of light hearted comedic moments. Students will continue to develop their vocals and Physical skills. Hillsborough 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.
DT	Students in DT will work in a carousel system, changing each term and studied: Product design: Set Design Project Hospitality & Catering: Food Ethics & Sustainability Textiles: Printing & Dyeing Skills - Koinobori Kite Project	Students in DT will work in a carousel system, changing each term and will either study: Product design: Yummy Shoes Hospitality & Catering: Food Commodities Textiles: Skills Consolidation - Sugar Skull Cushion Project

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PD&G	How can I stay safe online? 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. What do I need to know to keep myself safe? Students will learn about gang-related crime and exploitation, including contextual information of how this can be seen in Middlesbrough.	• Monday : Outwood Futures • Tuesday : Personal Development • Wednesday : Assembly • Thursday : Outwood Reads • Friday : Votes For Schools

Enrichment Curriculum - *Additional activities on offer for students*

