

# YEAR 9

## What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p><b>People and Communities - DNA by Dennis Kelly (Whole Play)</b></p> <p>The skills assessed this half term will be:</p> <ul style="list-style-type: none"> <li>• Transactional Writing and Written Accuracy</li> <li>• Creative Writing</li> </ul>	<p><b>Blood Brothers by Willy Russell:</b></p> <p>The skills assessed this half term will be:</p> <ul style="list-style-type: none"> <li>• Literary Study</li> <li>• Craft of the Writer</li> </ul>
Maths	<p><b>Shape 11</b> - Volume of cubes, cuboids, prisms and cylinders</p> <ul style="list-style-type: none"> <li>• Identify the cross section of a prism/cylinder</li> <li>• Use a given cross-sectional area to calculate the volume of a prism or cylinder</li> <li>• Calculate the cross-sectional area and use to calculate the volume of a prism or cylinder</li> <li>• Work backwards to calculate the cross-sectional area given the volume and length</li> <li>• Extend to finding a missing length given a volume and other lengths</li> </ul> <p><b>Data 8</b> Calculating probability from tree diagrams (independent events)</p> <ul style="list-style-type: none"> <li>• Be able to calculate a fraction given the ratio the probability of an event not happening)</li> <li>• Find the probabilities of combined independent events. • Find the probabilities of two or more mutually exclusive events. • Draw a tree diagram for two or more independent events. • Use a tree diagram to calculate the probability of two or more independent events</li> </ul>	<p><b>Shape 12</b> - Similarity and Trigonometry</p> <ul style="list-style-type: none"> <li>• Label sides of a right angled triangle</li> <li>• Make links between sides, associated angles and trigonometric ratios using similar triangles</li> <li>• Choose appropriate trigonometric relationships to for a given right angled triangle</li> <li>• Use trigonometric ratios to find a missing angle in a right-angled triangle</li> <li>• Use trigonometric ratios to find a missing side in a right-angled triangle • Work interchangeably with trigonometric ratios to find missing angles and sides</li> <li>• Know the exact values of sin, cos and tan of 30, 45 and 60 • Recognise when to use Pythagoras and when to use trigonometry Solve problems within different contexts using trigonometry</li> </ul> <p><b>Preparation for Key Stage 4</b></p>
Science	<p><b>B1</b> - Cell Biology - Students will study how to</p> <ul style="list-style-type: none"> <li>• Compare and Describe Cell Structures</li> <li>• Apply Microscopy and Magnification Skills</li> <li>• Explain the Cell Cycle and Mitosis</li> <li>• Evaluate Stem Cell Applications and Ethics</li> <li>• Differentiate Cellular Transport Mechanisms</li> <li>• Analyze Transport Practical Data</li> </ul> <p><b>PI</b> - Energy - Students will study how to</p> <ul style="list-style-type: none"> <li>• Calculate Changes in Energy Stores</li> <li>• Analyze Energy Transfers and Power</li> <li>• Apply the Conservation of Energy Principle</li> <li>• Calculate and Improve Energy Efficiency</li> <li>• Determine Specific Heat Capacity</li> <li>• Evaluate Global Energy Resources</li> </ul>	<p><b>C2</b> - Bonding and Structure- Students will study how to</p> <ul style="list-style-type: none"> <li>• Model Ionic, Covalent, and Metallic Bonds</li> <li>• Interpret 2D and 3D Bonding Representations</li> <li>• Predict Properties from Bonding and Structure</li> <li>• Analyze State Changes Using the Particle Model</li> <li>• Compare Giant Covalent Structures and Carbon Allotropes</li> <li>• Differentiate the Properties of Metals and Alloys</li> </ul> <p><b>B2</b> - Organisation - Students will study how to</p> <ul style="list-style-type: none"> <li>• Describe the Hierarchy of Biological Organisation</li> <li>• Analyze Enzyme Action and the Digestive System</li> <li>• Explain the Respiratory and Circulatory Systems</li> <li>• Evaluate Cardiovascular Disease Treatments</li> <li>• Assess the Impact of Lifestyle on Health</li> </ul>

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Art	<p><b>Graffiti Art:</b> Students began this term by exploring GCSE style lessons in Art and Photography disciplines to prepare them for their option choices. Students then went on to design two Graffiti letters based on the Artists studied in Term 1. One of these designs was then chosen and students began to sculpt their letter with card and gum tape. They then prepared the letter for applying the design by coating with layers of white Acrylic.</p>	<p><b>Graffiti Art:</b> Students will be completing their 3D letter by completing the construction and preparation of their letter and will move on to apply their chosen design using appropriate materials linked to their artist. Students will be developing their independence and mixed media skills choosing what materials to use and how best to use them.</p> <p><b>Steampunk:</b> Once the students have completed their 3D letter design they will move on from 3D card construction to 2D relief work exploring the theme of Steampunk Art. Students will be encouraged to use a wide range of mixed media to create the different textures, patterns and colours that link to the steampunk aesthetic.</p>
Geography	<p><b>How has industry shaped the heart of Teesside?</b> We examined our region and looked at why it developed and then why it declined. We looked at the impact of this and what can be done about it.</p> <p><b>Why is the Middle East such an important region?</b> We will studied a variety of aspects of the physical and human geography of the Middle East and why it is such an important region to the rest of the world linked to its oil production. This also included the study of Yemen and its low level of economic development, the Turkey/Syria earthquake and the sustainable city - Masdar.</p>	<p><b>What are the challenges of natural hazards?</b> Students will study variety of natural hazards around the world, such as earthquakes, tropical storms and extreme weather in the UK. They will examine each of these in terms of cause, effect and management. They will look at several examples of these hazards from both HICs and LICs.</p> <p>Students will also look at the cause, effect and management of climate change.</p>
History	<p><b>Why was the Holocaust able to happen?</b> This unit allowed the students to study life in Europe, Nazi Germany 1933-39, Jewish Life Under Nazi Rule, Jews of Europe 1939-41, The Jewish Ghetto, Holocaust by bullets and the 'Final Solution', The end of Holocaust, Jewish Resistance, Responses and Responsibility, Aftermath and Legacy.</p> <p><b>Should Winston Churchill be viewed as the Greatest Briton?</b> This unit will allowed the students to describe Churchill's life chronologically and they understood the significance of events. Students were able to make a judgement about whether Winston Churchill was the 'greatest Briton' based on evidence.</p>	<p><b>How did Britain change after 1945?</b> Students will be studying the reforms that took place post-war and how they helped to improve the welfare of society, an example of this was the NHS. Students will study what life was like for the people who migrated to Britain from the Caribbean and how these migrants helped to rebuild Britain after World War II.</p> <p><b>Did the Civil Rights Movement achieve its aims?</b> Students will be taught the significance of key individuals such as Martin Luther King, Malcolm X, Rosa Parks and Mamie Till in the Civil Rights movement of the 20th Century. They will draw comparisons between the Civil Rights Movement and Black Lives Matter to decide if the Civil Rights Movement achieved its aims.</p>

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<p><b>Computer Science</b></p>	<p><b>Spreadsheets:</b> Students have been learning how to use advanced formulas and functions in spreadsheet. Students have used their new learning in context. Students have then learnt how and when to use conditional formatting and absolute referencing, VLOOKUP formulas and use of validation to avoid errors. Students have also learnt how to use model data and the importance of testing.</p>	<p><b>Computer Systems:</b> Students will learn about the Central Processing Unit (CPU), the brain of the computer, and how it fetches, decodes, and executes instructions. Students will gain an understanding of memory (RAM and ROM) and storage devices like hard drives and SSDs will be explored, explaining how data is saved permanently. Students will learn how this is the foundation for understanding how computers work efficiently and what factors affect their performance. Students will then move on to look at how we, as a society, have been impacted by new and emerging technologies.</p>
<p><b>Languages</b></p>	<p><b>French / Spanish</b> <b>Plans and hopes for the future of the world of work; study and essential skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about likes and dislikes around school subjects</li> <li>• Talk about future plans and job interests</li> <li>• Talk about childhood dreams</li> </ul> <p><b>Healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>• Likes and dislikes around food</li> <li>• Research cultural dishes from countries where target language is spoken</li> <li>• Discuss types of lifestyles in 3 tense (healthy or not)</li> <li>• Use transactional language to buy food</li> </ul>	<p><b>French / Spanish</b> <b>Healthy lifestyles and Routines</b></p> <ul style="list-style-type: none"> <li>• Talk about my daily routine</li> <li>• Compare and assess whether it is healthy</li> <li>• Understand healthy lifestyle issues in Target Language speaking countries</li> </ul> <p><b>End of Y9 assessment</b></p> <ul style="list-style-type: none"> <li>• Listening / reading / writing all topics seen this year</li> </ul> <p><b>Film project</b></p>
<p><b>Physical Education</b></p>	<p>Students continued to follow a rotation and have now covered the 5 concepts as described below. Each concept was covered for 10 lessons.</p> <p><b>Defending:</b></p> <ul style="list-style-type: none"> <li>• Football, Handball, Basketball</li> </ul> <p><b>Attacking:</b></p> <ul style="list-style-type: none"> <li>• Netball, Handball, Basketball</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>	<p>Students will look at the following 2 concepts across the summer term.</p> <p><b>How can I improve my own personal best?</b> Students will look at how they can improve Pb's 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 would I tactically gain an advantage to score?</b> Students will be developing their range of tactics and refining techniques, improving skill choice and effective application into game situations. Sports across the striking &amp; fielding sector including rounders, cricket &amp; softball will be covered.</p>

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Music	<p><b>Foley</b> Students learnt about Jack Foley and how sound was added to films. They became Foley artists and added sound effects to a short film of their choice, exactly matching sound with specific images in the cartoon. They learnt about Mickey Mousing, adding sound effects and then using different themes for heroes and villains.</p>	<p><b>Reggae</b> Students will learn about Music from Jamaica, the history of the music and compose their own Reggae song. Students will create their own songs including features such as middle 8, chorus, verse, hook lines, intros, outros and common chord progressions.</p> <p><b>Music Notation</b> Students will continue short rhythmic and pitch activities including both written and practical tasks.</p>
Drama	<p><b>Blood Brothers:</b> Students studied the play Blood Brothers. They looked at characterisation and how different themes can be portrayed through different scenes. Students used devising for this part of the work before moving on to use script. Students explored ways of telling a story through montage and narration, building on their prior skills.</p> <p><b>Physical Theatre:</b> Students began to explore the use of the explorative strategy physical theatre, building in their knowledge from year 8. They started to 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>	<p><b>Physical Theatre:</b> Students will continue to 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> <p><b>Knife Crime</b> Students will explore knife crime. The impact this has on families, the decision to carry knives and the impact on society. Students will use to develop scenes around this. They will use the physical theatre to create and devise these scenes as well as being able to develop characters to bring this to life.</p>
DT	<p>Students in DT operate a carousel, changing each term and will have studied either: <b>Product design:</b> Aroma Cube <b>Hospitality &amp; Catering:</b> Food Commodities <b>Textiles:</b> Consolidation of skills with a focus on creating a sugar skull cushion</p>	<p>Students in DT operate a carousel, changing each term and will either study: <b>Product design:</b> Aroma Cube <b>Hospitality &amp; Catering:</b> Food Commodities <b>Textiles:</b> Consolidation of skills with a focus on creating a sugar skull cushion</p>

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<b>Religious Studies</b>	<p><b>Is there a purpose to evil and suffering?</b></p> <p>Students explored how religion can teach evil and suffering through its key texts and beliefs. Students compared this to situations that reflect evil and suffering in the world, and how religions have responded.</p> <p><b>What does it mean to be Jewish?</b></p> <p>Students were taught about the different denominations that make up Judaism and how Judaism has spread around the world with the displacement of Jewish peoples throughout History. Through this they were taught the key texts, places of worship and holidays in Judaism.</p>	<p><b>How has philosophical thought evolved across time and culture?</b></p> <p>Students will explore historical philosophy, such as from Ancient Greece, Medieval Europe and the Middle East. Students will debate whether religion has been used to enforce good in society throughout history or has been used as a tool of oppression.</p> <p><b>Have women been forgotten in the history of religion?</b></p> <p>Students will be taught key female figures in religion like Christianity, Hinduism and Sikhi. They will also explore the different roles women can hold in religious following and teaching.</p>

Area	Last Term We Studied...	This Term We are Studying...
<b>Assembly Focus</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Preparation and organisation</li> <li>• Holocaust remembrance day</li> <li>• Careers</li> <li>• Friendships and their importance</li> <li>• Mental Health</li> <li>• Safety on our streets</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Safety and Arson</li> <li>• Young Careers</li> <li>• Cultural Diversity</li> <li>• Pride week</li> <li>• NEURODIVERSITY AWARENESS WEEK</li> <li>• Drug Awareness</li> </ul>
<b>PD&amp;G Session Focus</b>	<ul style="list-style-type: none"> <li>• <b>Holocaust Remembrance:</b> Why is it so important to remember what happened?</li> <li>• <b>Careers:</b> What careers are available for me, where can I get the information I need?</li> <li>• <b>Mental Health:</b> How can I help others and where can I get support?</li> <li>• <b>Safety on our streets:</b> Being safe once we leave school How to be aware of the dangers and avoid situations that may lead to being unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Water safety:</b> exploring the dangers of the water, keeping safe in the summer months.</li> <li>• <b>Drug Awareness:</b> Dangers of drugs, what is a drug?</li> <li>• <b>Young Careers:</b> What is a young Career and how can we help?</li> <li>• <b>Climate:</b> Why is this so important. What can you change about Outwood to help?</li> <li>• <b>Gypsy Roma and Traveller month:</b> Embracing different cultures within Acklam.</li> </ul>