Year 9 Autumn Term 2:

## Core subjects:

[Core PE](#_Core_PE)

[English – Language](#_Language_–_Linguistics:)

[English - Literature](#_Literature_–_Romeo)

[French](#_French) or [German](#_German)

[Geography](#_Geography:)

[History - including History of the Arts](#_History:)

[ICT/Computing](#_ICT/Computing:)

[Maths](#_Maths:)

[RE](#_RE:)

[Science – Chemistry](#_Science:_Chemistry)

[Science – Physics](#_Science:_Physics)

[Science Biology](#_Science:_Biology:)

## Option Subjects:

[Art](#_Art:)

[Business Studies](#_Business_Studies:)

[Child Development](#_Child_Development:)

[Computer Science](#_Computer_Science:)

[Dance](#_Dance:)

[Drama](#_Drama:)

[Food and Nutrition](#_Food_Preparation_and)

[Music](#_Music:)

[PE](#_PE_Sports_Studies:)

[Product Design: Graphic Products](#_Product_Design_(Graphics):)

[Product Design: Resistant Materials](#_Product_Design_(Tech)

[Product Design: Textiles](#_Product_Design_(Textiles):)

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| **What will your child know, understand or know how to do?** | **Home learning/how parents can help?** |
| Core Subjects: | |
| **Maths** | |
| Probability:   * Know that some outcomes are equally likely, and some are not. * Know that the likelihood of events happening can be ordered on a scale from impossible to certain. * Know that the likelihood of outcomes can be determined by designing and carrying out a probability experiment. * Systematically find all the possible outcomes for two events using a range of appropriate diagrams. * Systematically identify all possible outcomes for more than two events using appropriate diagrams e.g., lists. * Find theoretical probabilities from sets of outcomes organised in a systematic way from a range of appropriate representations. * Know that probability is a measure of the likelihood of an event happening and that it can be assigned a numerical value. * Calculate and use theoretical probabilities for single events. * Know that the probabilities of all possible outcomes sum to one. * Calculate and use theoretical probabilities for combined events using a variety of appropriate representations, including Venn diagrams. | We set regular home learning, either written or on the “MyMaths” website. Usually this is set once every 3 lessons.  You can help by:   * Reminding them to use their maths book or the lessons on the “MyMaths” website to help them if they get stuck on their homework. * Keeping a note of their “MyMaths” username and password somewhere safe. * Asking them to tell you what they are learning about or talk you through a worked example from their book.     [www.mymaths.co.uk](http://www.mymaths.co.uk)  We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here:    [Parents’ guide to the mastery approach](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/pearson-maths-mastery-parent-factsheet-final-web.pdf) |
| **Science: Biology** | |
| Biology of the body - organisation   * Principles of organisation - The hierarchical organisation of multicellular organisms: from cells to tissues to organ systems to organisms * Animal tissues, organs & organ system * The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) | A challenge mat consisting of a multiple-choice grid and a comprehension reading activity  How you can help:  Display key words at home and practise spelling these together. |
| **Science: Chemistry** |
| Chemistry Analysing the Earth - Chemistry of the atmosphere:   * The composition and evolution of the Earth’s atmosphere - The proportions of different gases in the atmosphere, The Earth’s early atmosphere, How oxygen increased, How carbon dioxide decreased * Carbon dioxide and methane as greenhouse gases - Greenhouse gases, The production of carbon dioxide by human activity and the impact on climate, Carbon footprint and its reduction * Common atmospheric pollutants and their sources - Atmospheric pollutants from fuels, Properties and effects of atmospheric pollutants |
| **Science: Physics** |
| Physics energy matters - energy   * Energy changes in a system, and the ways energy is stored before and after such changes * Power * Conservation & dissipation of energy |
| **ENGLISH****Language – Travel Writing:**  Know the typical conventions of travel writing.  Know how to create a personalised approach to travel writing – pronouns, anecdotes, analepsis.  Knowledge of the uses of formal, informal and colloquial language  Know the difference between descriptive and narrative writing.  Know conventions of an article / information sheets.  Know how texts are structured: openings, focus, shifts, contrast, repetition, patterns, pace, temporal references, order of events, endings, withholding information, dialogue, sentences, paragraph lengths, headings, subheading, bullet-points and know the impact that these structural choices have on the purpose, audience and form of a text.  Know the following key terms and techniques: Convention  Imagery  Simile  Metaphor  Personification  Symbolism  Emotive Language  Repetition  Rhetorical  Embedded clauses  Perspective  Analepsis  Past tense Theme Literature – Romeo and Juliet  * Develop knowledge of the following new terms and show knowledge in applying them to the play: * prolepsis * exile and banishment * dramatic tension * imagery * infatuation. * Knowledge of characters and focus on development across the text: * Romeo Friar Lawrence * Nurse * Lord Capulet * Juliet. * Knowledge and key conventions of Shakespearian Sonnets: * Sonnet 116 * Sonnet 18 * Sonnet 30. * Know what tension is and how it is built through language and structure. * Know what a tragedy is and know the key features of Shakespeare’s tragedies. | All students in Yr7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/>  a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners and are expected to complete a minimum of two sessions per week as part of their homework.  Should you wish to create a parent account (allowing you to monitor your child’s progress and explore the vocabulary that they are currently learning), you will need your child’s log in information, along with a parent access code (again, found in your child’s planner). Further guidance can be found on the links below:  **Parents’ guide to using Bedrock at home**  <https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf>?    **Parents of Bedrock School Users**  <https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign>  Year 9 Language Reading List    Visit, https://www.theguardian.com/theguardian/travel and read some of the various travel articles published.  Visit, https://www.telegraph.co.uk/travel/just-back-travel-writing-competition/page-4/ and read some of the “Just back” travel writing competition entries.  Bill Bryson, Notes from a Small Island  The Lonely Planet Travel Anthology  Joe Simpson, Touching the Void  Jack Kerouac, On the Road  Students will be set homework tasks relevant to their class studies.  For support in the teaching of Romeo and Juliet, visit the RSC website. The page has several resources to help to support your child when learning about the play:  <https://www.rsc.org.uk/romeo-and-juliet/> |
| **Languages:** | |
| **German** Know how to:   * Say what people do (in school and at home). * Ask and answer questions about activities (at home). * Narrate a simple plot/storyline. * Talk about one or many (Christmas).  **French** Know how to:   * Talk about earning money, using modal verbs. * Talk about what you want to do when older. * Talk about what you will do in the future. | Home learning:   * Create flashcards to revise key vocab/sentences. * Vocab learning. * Mind map revision.   How you can help:   * Display vocab at home. * Ask your child to show you their exercise book and explain the vocab and phrases they have written. * Test your child on vocab from the vocab sheet at the start of each module. |
| **History** | |
| * Know about the roaring 20’s including. * Know about the economic boom. * Know what is meant by the Jazz Age. * Know how the role of women changed in 1920s USA. * Know about the development of Hollywood & Cinema. * Know what is meant by “Prohibition” and “Gangsters”. * Know about immigration and race Relations. * Know what is meant by “The Wall Street Crash” and the “Great Depression”.   **History of Arts**   * Know what the main features of the Harlem renaissance were. * Know how to explain the importance of the Harlem Renaissance to US society in the 1920s. * Know how to evaluate the impact of art on society and culture. * Know about Aaron Douglas and his paintings. * Know about Jazz music. * Know the main phases in the development of jazz music were. | Home learning:   * A research task. * Preparing a revision resource to review the unit.     How you can help:   * Using their exercise books, test your child on key terms. |
| **Geography** | |
| * To know the location of India. * To know physical and human characteristics of India. * To know why India is developing at a faster rate than other low-income countries. | * Research, review and do tasks on the sheet which will be provided by class teachers.   How you can help:   * Look out for or ask your child to spot stories in the new that link to India and discuss these with your child. |
| **RE** | |
| * To know what happens at Baptism and Eucharist and the beliefs behind these practices. * To link scripture to these beliefs and practices. * To know how Christians help in the local community and how they help in the wider world. | Research:   * Research sheet based on Christian practices using BBC bitesize. Use of GCSE pod   Create:   * a quiz based on the unit   Review:   * Create a sheet of revision for assessment   How you can help:   * You may have experienced a Baptism or Eucharist yourself – if so, share your experience with your child. If not, ask them what these practices are and why they are done. |
| **Core PE** | |
| * Know the rules of the sport they are playing. Know how to perform components in the sport. Know how to make decisions e.g., know when to play a specific serve in badminton or know how to overcome opponents using set plays in a range of invasion games. | * We would encourage all students to follow the government guidelines of exercising for 30 minutes every day. * Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty. * Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics. |
| **ICT/Computing** | |
| * To understand why data is so valuable to organisations and criminals. * Pupils' understanding of key issues such as social engineering is strengthened and deepened. * Students will understand how to spot a phishing email and how to reduce their chances of being a victim of this type of attack. * Specific deepened knowledge of malware, worms, trojan horses. * Explain the difference between data and information. * Identify what happens to data entered online. * Pupils will know the different types of security threats to businesses and the impact of these threats. | Home learning:   * Definitions forms test. * News article summary. * Cyber security scenarios.   How you can help:   * Display key words, read the news article aloud to your child. * Ask your child about phishing and how to spot these emails. |
| **SPIRIT** | |
| * Know about diversity and hate speech. * Know about extremism and how to tackle extremism. * Know about radicalisation. * Know about terrorism. * Know about British values and citizenship. | Home learning:   * Your child will need to have read their AP1 report to complete activities in lessons.   How you can help:   * Talk to your child about extremism. The link below gives some guidance for parents about how to protect your child from extremism:   <https://educateagainsthate.com/wp-content/uploads/2021/10/EAH_Parents-Booklet_2018_English_AW_V3-v7.pdf> |
| **OPTION SUBJECTS** | |
| **Engineering** | |
| * Know about the properties and applications of materials including metals, plastics and cards. * Know about historical and contemporary designers/design companies, such as Alessi, Thomas Heatherwick, Raymond Loewy. * Know what is meant by “user centred design”. * Complete a mini design project- using and developing knowledge of prototyping and CAD drawing. | Home learning:   * Reading article. * Definitions of key terms.   How you can help:   * Display the key terms (printed inside the home learning booklet) and test your child’s understanding of the terminology. * Encourage your child to draw a range of objects in your home using 2D & 3D drawing techniques they have learned in school. |
| **Business Studies** | |
| * Know what customer needs are (price, quality, choice, convenience). * Know the importance of identifying and understanding customers. * Know the purpose of market research. * Know methods of market research, including primary and secondary research. * Know the use of data in market research. * Know the role of social media in collecting market research data. * Know the importance of the reliability of market research data. * Know how businesses use market segmentation to target customers. * Know how to understand the competitive environment. | Home learning:   * Key terms & definitions.   How you can help:   * Display key terms. * Look out for market research being done, for example if you are asked to review or fill in a survey. * Share these with your child. |
| **Computer Science** | |
| * Know the benefits of using subprograms. * Know how standard search algorithms work including: * merge sort * bubble sort. * Know how standard search algorithms work including: * linear search * binary search. | Homework is a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions.  How you can help:   * Display Key terms at home. * Ask your child to show you a bubble sort. If you give them a short list of numbers, they should be able to show you how a computer would sort them into ascending order. You can see how it works on BBC bitesize here:   <https://www.bbc.co.uk/bitesize/guides/z2m3b9q/revision/2#:~:text=A%20bubble%20sort%20algorithm%20goes,is%20called%20a%20'pass>'. |
| **Art** | |
| * Students will know about the differences between photomontage and fragmentation across both Cubism and Dadaism and their influences from political events. * Knowledge of Hannah Hock and Juan Gris. * Knowledge of ‘the roaring 20s’. * Knowledge of how African/Cubist masks influenced Picasso and Matisse. * Knowledge of why masks were used in history. * To know how to distort and abstract the face using profile and frontal views to create a culturally influenced portrait inspired by the Cubists. * Knowledge of new media – wax resist, develop. * Knowledge of a DSLR camera. | Support your child with the Art & Design article homework tasks, discussing linked questions and helping with new definitions.  Encourage your child to read around the subject and visit art galleries to increase their understanding of artists and art movements from the different periods in history.  Encourage your child to practise skills and techniques demonstrated in lessons using a variety of media. |
| **Drama** | |
| * Links to year TIE – using a real story as a stimulus. * Introduction to the Drama Practitioner Augusto Boal and his style of theatre. * Creating a piece of theatre that includes a range of explorative strategies. | Home Learning:   * Definitions of key terms – create flash cards for key. * Drama vocabulary with definitions.   Research the drama practitioner Augusto Boal.  How you can help:   * Encourage your child to practice the spellings and describing the definitions of the key terms and strategies. * Research examples of Forum Theatre, these can be found on YouTube, watch the examples together. |
| **Music** | |
| * Know about the historical background of video game music tracing its roots from silent movies through to the present-day including Hans Zimmers’s Gladiator and Danny Elfman’s Batman. * Knowledge of Bandlab (a DAW - Digital Audio Workstation) and how to use the various windows needed to compose a piece of Video Game music including media bay, mixer, effects and the Halion Sonic SE instruments. * Identify musical conventions and cliches associated within the Video Game music genre. * Know how to create an ostinato in both major and minor keys. * Know about leitmotif and how they are used in music for stage and screen. * Know how to structure music to suit mood. * Know how to use music technology (Bandlab) to create music for a Video Game trailer. | Home Learning:   * Learn the topics tier 3 vocabulary and develop the ‘speak like a musician’ language when describing music. * We would encourage students to listen to a wide variety of music from differing cultures. We would also invite students to attend a music enrichment club to further develop their musicianship. * We would recommend students perform regularly, practising a minimum of 60mins per week on their instrument |
| **Dance** | |
| * Know choreographic approaches using Wayne McGregor’s method. * Know how to prepare a piece for an informal audience in the style of Infra. * Know the meaning of the following expressive skills terms: * Projection * focus * spatial awareness * facial expression * sensitivity to other dancers. | * Create flash cards for key dance skills vocabulary * Watch a range of short dances and apply dance skills to different sections of the dance, providing examples of where the skills have been performed. |
| **PE Sports Studies** | |
| * Know the definitions for the components of fitness. * Know a specific sporting example for each of the components of fitness. * Know how to apply knowledge of components of fitness to a range of sports and physical activities. * Know the purposes of fitness testing Know the tests used to measure each component of fitness. * Know how to carry out the fitness tests for the MSFT, Vertical Jump Test and Illinois Fitness Test | Extended Written Task - Applying the components of fitness to my sport.  REVISION TASK - GCSE Pod  How you can help:   * Ask your child about the components of fitness and what examples they can give. * If you are working through a training/fitness plan yourself, share this with your child. Can they explain why you are doing each task? |
| **Food Preparation and Nutrition** | |
| * To know about Carbohydrates including functions, sources, deficiency and excess. * To know and understand micro-nutrients – vitamins and minerals. This includes fat soluble, water soluble, deficiency, excess, functions and sources. * Antioxidants - The role of antioxidants in protecting body cells from damage. * To know and understand the importance of water. * The importance of hydration and the functions of water in the diet. * Practical’s will include; cottage pie, jambalaya, mushroom and ham risotto and a Christmas treat! | Complete all food article homework tasks and linked questions.  Encourage your child to use the following websites to help embed knowledge:  SENECA learning  British Nutrition Foundation  Food a fact of life  How you can help:   * Quiz your child on new definitions. * Allow and encourage your child to help you with any cooking at home. Look at food packaging with your child and compare energy and nutritional values. |
| **Product Design (Textiles)** | |
| * **Product analysis** – know about the core material areas such as polymers, boards, metals through analysing existing products. * **Skills and knowledge development** - know about and use freehand sketching technique, know about and use of hand sewing techniques and know about and use the sewing machines including a range of fabrics. | Home learning:   * Definitions of key terms. * Materials/communication techniques/year 7 and 8 textiles recap knowledge test revision.   Reading article:   * Fast fashion part two   How you can help:   * Encourage your child to read the knowledge organisers on materials. * Discuss why products are made from the materials shown. * Make flash cards of the key terms and use them to test your child’s recall and understanding. |
| **Product Design (Graphics)** |  |
| * Design and Make project – use the full design cycle from brief to evaluation on a project relevant to their specialism. * Use specialist tools & equipment such as craft knives, disk sander, pillar drill, & vacuum former. | Home learning:   * Definitions of key terms. * Materials knowledge organiser test revision.   Reading article:   * Fast fashion.   How you can help:   * Encourage your child to read the knowledge organisers on materials. * Discuss why products are made from the materials shown. * Make flash cards of the key terms and use them to test your child’s recall and understanding. |
| **Product Design (Tech RM)** | |
| * Design and Make project – use the full design cycle from brief to evaluation on a project relevant to their specialism. * Use specialist tools & equipment such as saws, chisels, pillar drill, laser cutter. | Home learning:   * Definitions of key terms * Materials knowledge organiser test revision.   Reading article:   * Fast fashion   How you can help:   * Encourage your child to read the knowledge organisers on materials. * Discuss why products are made from the materials shown. * Make flash cards of the key terms and use them to test your child’s recall and understanding. |
| **Child Development** | |
| * Know the roles of the different health professionals supporting the pregnant mother, including: * Midwife * Obstetrician   General Practitioner  Gynaecologist  Paediatrician  Know how both parents prepare for labour and parenthood  Know the role of father/partner in supporting the mother throughout pregnancy and birth  Know the routine checks carried out at an antenatal clinic, and specialist diagnostic tests | Home learning: Articles and linked questions  How you can help:  Read through the articles provided to your child, discuss the topics in the articles and support your child with the homework questions.  This is a link to the BBC Bitesize KS3 explanation of the menstrual cycle: <https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/zvwb3j6>  Watch an episode of “one born every minute” and chat about pregnancy and birth |