Year 9 Autumn Term 1:

## 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: | |
| **Standard Form**  Interpret and compare numbers in standard form *A* × 10*n*, 1 ≤ *A* < 10  **Perimeter, area and volume**  Understand the concept of perimeter and use it in a range of problem-solving situations  Understand the concept of area and use it in a range of problem-solving situations  Understand the concept of volume and use it in a range of problem-solving situations  **Understand and use angle properties.** | Homework is set on Sparx Maths every Wednesday, due in the following Wednesday.  You can help by:  Ensuring that they start their homework as early as possible. Don’t leave it until the Tuesday night before it is due in. Encourage your child to watch the videos on Sparx Maths that are available for every question.  Students are expected to have 100% on their homework each week s they need to ask for help with a topic if they are struggling.  Ask them to tell you what they are learning about, or talk you through a worked example from their book.  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: | |
| Know the reactants in, and products of, photosynthesis, and a word summary for photosynthesis  Know the dependence of almost all life on Earth  Know the importance of exercise  Know the structure and functions of the human skeleton.  Know the function of muscles  Know a simple model of chromosomes, genes and DNA in heredity. | Key words & definitions (listed in disciplinary literacy section) are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.  Challenge mat – a series of multiple-choice questions on the topic. This home learning is issued midway through the unit and reviewed prior to the end of the unit. Pupils to spend 30 minutes on this home learning.  How you can help:  Display key words at home and practise spelling these together.  Watch the film ‘The Martian’ to get a feel for life in Space.  Discuss the importance of exercise for mental health, why people are changing to electric cars and the impact of climate change. |
| Science: Chemistry |
| Know the order of metals and carbon in the reactivity series  Know how carbon is used to obtain metals from metal oxides  Know the properties of ceramics, polymers and composites (qualitative)  Know that the Earth is a source of limited resources and the efficacy of recycling  Know the composition of the atmosphere  Know that Carbon dioxide is produced by human activity and the impact on climate |
| Science: Physics |
| Know that gravity force, weight = mass x gravitational field strength (g), on Earth g is approximately 10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and sun (qualitative only)  Know that our sun is a star, know some other stars in our galaxy, know names of other galaxies  Know the seasons and the Earth’s tilt, day length at different times of year, in different hemispheres  Know that a light year as a unit of astronomical distance  Know examples and definition of non-contact forces. |
| English: | |
| Language – Linguistics: Know what Etymology is and how the study of it can influence future knowledge of word meaning.  Know how and why Language shifts and know of examples where this has happened recently.  Know the difference between a Pidgin and a  Creole and know the reasons that these languages occur.  Know the features of computer mediated discourse and know the arguments for and against this type of language being used.  Know the differences between accent and  dialect and know the reasons for variety across spoken language.  Know the differences between Standard English and Non-standard English and know when each type of English is most frequently used.  Know the differences between linguistics Prescriptivist vs Descriptivist theorists and understand the arguments that both present.  Know what a lingua franca is and how they can be used in modern day communication. 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 a range of fiction and non-fiction 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. * Knowledge on key travel writing extracts: ‘Eggs is Done!’; Sara Wheeler (Chilie extract); ‘Flight Path’; ‘Small Lights in Large Darkness’; ‘The Road to Oaxaca’ and the context that surrounds these texts. * Know how travel writing is presented through both fiction and non-fiction writing. * Knowledge of the following key terms and techniques:   Convention  Imagery  Simile  Metaphor  Personification  Symbolism  Emotive Language  Repetition  Rhetorical Question  Embedded clauses  Perspective/POV  Analepsis  Past tense  Theme Literature – Romeo and Juliet Knowledge of Jacobean Context including the following factors:  Fate  Marriage (Catholic marriages)  Crime and punishment  Family life  Suicide  Wealth and poverty  Shakespeare’s influences  Love  Religion  Knowledge of the purpose of a prologue.  Knowledge of new terms:  Prolepsis  Exile and banishment  Dramatic tension  Imagery  Infatuation  Knowledge and key conventions of Shakespearian Sonnets | All students in Y7-9 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>  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: | |
| French Know how to:   * Talk about identity: Describing self and others (adjectives) * Talk about motivations and goals (‘aller’ + inf and modal verbs) * Talk about what needs to happen (il faut) * Talk about what, where, and who you know (‘connaitre’ vs ‘savoir’) * Talk about things that always, sometimes and never happen (adverbs of time)  Spanish Know how to:   * Describe past holiday events (preterite -ar verbs) * Ask questions about past holidays (preterite -er/-ir verbs) * Describe the location of things (possessives ‘mi’ and ‘tu’ with ‘estar) * Talk about routine events (reflexive verbs) * Talk about food (direct object pronouns ‘los’ and ‘las) * Talk about looking after others (pronoun ‘les)  German Know how to:   * Talk about what you do generally and are doing now (present tense) * Talk to different groups of people (‘ihr’) * Say what you see: describing pictures (‘kein’ vs ‘nicht’) * Talk about what people did and have done (present vs perfect tense) * Talk about then and now (‘als’) | Home learning:   * Regular Languagenut homework (<https://www.languagenut.com/en-gb/>) - all students are provided with a log-in for this * Vocab-learning homework from the knowledge organisers in books * Self quizzing homework from the knowledge organisers in books * Feed-forward tasks from the feedback after an in-class assessment   How you can help:   * With your child, look through the knowledge organiser sheets stuck in their book at the start of each module of work, and go through the vocab, grammar and phonics section in turn * Test your child on the vocab section of the knowledge organiser * Display vocab at home * Ask your child to explain the grammar points on the grammar section of the knowledge organiser * Use the phonics section of languagenut and practise saying the sounds with your child * Use BBC Bitesize to deepen knowledge and understanding:   French - <https://www.bbc.co.uk/bitesize/subjects/zgdqxnb>  German - <https://www.bbc.co.uk/bitesize/subjects/zcj2tfr>  Spanish - <https://www.bbc.co.uk/bitesize/subjects/zfckjxs> |
| History: | |
| Know the effects of WWI such as the impact on culture, warfare, technology, society etc.  Know what an ideology is.  Know the differences between a democracy and a dictatorship  Know the differences between ideologies such as fascism and communism.  Know different forms of technology used during WW2.  Know about significant individuals such as Reginald Mitchell and Alan Turing and why they were significant during WW2.  Know about local historical sites such as Hack Green and Jodrell Bank and their link to WW2 and the Cold War.  **History of Arts:**  Know the influence that dictatorships had on the arts and consider the work of famous artists living in dictatorships such as Otto Dix and Dmitri Shostakovich.  Know about significant local artists such as L.S. Lowry and Clarice Cliff.  Know about significant 20th century artists.  Know about significant trends in 20th century music. | A research task.    A biography task on a significant individual from the 20th century.    Preparing a revision resource to review the unit.    Using their exercise books, test your child on key terms such as ideology or communism.    Use of BBC Bitesize as a helpful tool, including this this video clip:  <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-communism/zkpnscw> |
| Geography: | |
| To know the meaning of the word development in geography  To know at least 2 ways that development can be measured  To know which countries, develop at a faster rate than others  To know reasons why development is not the same for all countries  To know at least one way that global inequality can be reduced. | 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 development and discuss these. For example human factors, location or natural disasters might affect a countries development. |
| RE: | |
| Christian beliefs and Practices  To know what is meant by the trinity  To know the meaning of incarnation, resurrection, crucifixion and ascension and why these events are important to Christians  To know how these beliefs influence the lives of Christians  To know how to articulate beliefs through their own lens  To know how these beliefs link to different Christian Practices such as eucharist and religious festivals | All homework set on padlet <https://padlet.com/sskingle/year-9-unit-1-christian-beliefs-oizge2x868g2564z>  Research Christian beliefs worksheet using BBC bitesize  Extended writing about the statement: ‘An all loving God would not send anyone to Hell’  Create a sheet of revision for assessment  How you can help:  Ask your child to ‘teach you’ about Christianity, the trinity and/or the meanings of the key terms listed  Look through the padlet <https://padlet.com/sskingle/year-9-unit-1-christian-beliefs-oizge2x868g2564z.> Look at the AQA website for past papers |
| Core PE | |
| To know the roles and responsibilities of a leader  To know the role of a leader as an official  To know how to officiate an activity/ sport  Students will learn key knowledge based upon the sporting activity they are participating in.  For example – 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 30minutes 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: | |
| Know the difference between data and information  Know what happens to data entered online  Know why the Data Protection Act is needed  Know how human errors pose security risks to data  Know the definition of hacking in the context of cybersecurity  Know how a DDoS attack can impact users of online services  Know why the Computer Misuse Act is needed  Know how networks can be protected from common security 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. If you work with data or computers, talk to your child about how the Acts mentioned affect your job. |
| SPIRIT: | |
| Know about healthy, respectful relationships  Know about substance misuse  Know about peer influences |  |
| OPTION SUBJECTS: | |
| Engineering: | |
| Understand the concept of Risk Assessment  Know how to work safely when using basic hand tools and equipment  Know how to use different drawing techniques to communicate ideas  Understand what common domestic products are made from e.g. a TV remote.  Understand the reasons why materials are used in specific products. | Home learning:  Identify drawing techniques e.g. isometric, perspective and orthographic used in communicating designs  Reading article- Anglepoise  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  Read the article on the Anglepoise with your child and support them in completing the follow on questions |
| Business Studies: | |
| Know the dynamic nature of a business:  Know why new business ideas come about:  For example due to changes in technology, changes in what consumers want or products and services becoming obsolete.  Know how new business ideas come about:  Know the impact of risk and reward on business activity.  Know the role of business enterprise and the purpose of business activity.  Know the role of entrepreneurship. | Key terms & definitions.  How you can help:  Display key terms. Look out for news stories about businesses making record profits or collapsing and watch these with your child. |
| Computer Science: | |
| Know flowchart symbols  Know arithmetic operators and variables  Define the data types integer, floating point number, Boolean, character, string  Know types of errors including:  Syntax  Logic  Runtime  Know the benefits of solving problems and modelling the real world using:  Decomposition  Abstraction  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 buuble 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: | |
| Know about the Cubist Art Movement.  Context in the art timeline 1907-1922.  The type of artwork created.  Characteristics of Juan Gris, Pablo Picasso and Georges Braque.  Why artists' reactions changed due to WWI.  The difference between Analytical and Synthetic Cubism.  Expand knowledge of portraiture.  Know how cultural/Cubist masks inspired Picasso and Matisse.  Know how to distort and abstract the face.  Know how to combine media to achieve different effects. | 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: | |
| To know a range of Drama explorative strategies and how to apply them to performances, these strategies include:  Freeze Frames, 4 types of Narration, Thought Tracks, Marking the Moment, Cross-cutting, Split Scene.  To know key terms and skills within drama such as;  Stimulus and Proxemics  To know the methodologies of the Drama Practitioner, Augusto Boal in particular Forum Theatre.  To know how to use Forum Theatre successfully within performances.  To know how to use a true story as a stimulus. | 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 origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience.  Know the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.  Know harmonic language, constructing chords I, II, IV and V in F Major (“Yellow Bird”) and chords I, IV and V in A Major (“Three Little Birds), performing these in the traditional offbeat Reggae style.  Know how to perform a Reggae style song on the piano and within a group ensemble. | 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: | |
| To know the safe practice guide in dance  To know how to warm up effectively and safely  To know the physical, expressive and technical dance performance skills  To know how to apply the performance skills to short dance phrases | 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: | |
| To know the definitions of health and fitness  To know the positive benefits of health  To know the key concepts of an effective warm up and cool down  To know how to plan and demonstrate an effective warm up | Create own four part warm up and cool down on Teams document, in preparation to demonstrate during practical lessons. |
| Food Preparation and Nutrition: | |
| Know about micro and macro nutrients and their food sources/functions in the diet  Know the symptoms of excess and deficiency of micro and macro nutrients and their impact on the body  Know how to tailor meals for specific groups of people in society  Know cooking methods and methods of heat transfer  Know the function of ingredients when cooking  Know a variety of cooking skills including deboning a chicken and pastry making | Food article homework tasks and linked questions  How you can help:  Quiz your child on new definitions.  Allow and encourage your child to help you with any cooking at home. Begin to stretch their skills and practise more complex dishes.  Encourage your child to read around the subject and to stay up to date with current food affairs and cookery programmes/celebrity chefs. |
| Product Design (Textiles): | |
| To know the materials and components used in the manufacture of a range of different products  To be able to explain why different materials are used with reference to their properties  To understand how past and current designers influence product design today  To understand how products are manufactured as a one-off and in volume.  Develop skills such as hand decoration techniques and the use of the sewing machine | 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 (Graphics): |  |
| To know the materials and components used in the manufacture of a range of different products  To be able to explain why different materials are used with reference to their properties  To understand how past and current designers influence product design today  To understand how products are manufactured as a one-off and in volume. | 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): | |
| To know the materials and components used in the manufacture of a range of different products  To be able to explain why different materials are used with reference to their properties  To understand how past and current designers influence product design today.  To understand how products are manufactured as a one-off and in volume. | 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 about preconceptual health for couples including the importance of maintaining a healthy weight and exercising before trying to conceive a baby  Know about different methods of contraception including barrier and hormonal methods and be aware of their suitability and effectiveness.  Know and understand the stricture and of both the female and the male reproductive systems  Know about reproduction including menstruation, ovulation, fertility and conception/fertilization then implantation.  Know about and understand the development of a foetus in the uterus | 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 |