Year 9 Summer Term:

## 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: | |
| Understand the trigonometric functions  Use trigonometry to solve problems in a range of contexts.  Recap of Linear Relationships  Response to assessments recapping KS3 topics. | All home learning is set on Sparx Maths.  Students log on to Sparx using their school Microsoft login details.  Homework is set Wednesday to Wednesday every week in school time.  Revision lists are sent out prior to tests as a guide for student revision.  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 | |
| * Plant defence responses | 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.  A challenge mat consisting of a multiple-choice grid and a comprehension reading activity. Pupils to spend 30 minutes on this home learning.  How you can help:   * Display key words at home and quiz your child on the definitions, key parts of the definitions are in bold text.   Additional information can be found on BBC Bitesize:  Infection and response:   * <https://www.bbc.co.uk/bitesize/topics/ztnnb9q> * https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/zb2nn9q   Using resources:   * <https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zsgkdp3>   Chemical analysis:   * https://www.bbc.co.uk/bitesize/topics/zych6g8   Particle model of matter:   * <https://www.bbc.co.uk/bitesize/topics/z9r4jxs> * <https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/znw7jsg> * <https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/zg2sn9q>   Electricity at home:   * <https://www.bbc.co.uk/bitesize/topics/zgy39j6> |
| Science: Chemistry |
| **Using resources** – pupils to know:   * Using the Earth’s resources & sustainable development * Potable water * Wastewater treatment * Alternative methods of extracting metals * Lifecycle assessment * Ways of reducing the use of resources * Corrosion & its prevention * Alloys as useful materials * Ceramics, polymers & composites * The Haber processes * The production & uses of NPK fertilisers   **Chemical analysis** – pupils to know:   * Pure substance * Formulations * Chromatography * Identification of common gases – hydrogen, oxygen, carbon dioxide and chlorine * Identification of ions by chemical & spectroscopic means - flame tests, metal hydroxides, carbonates, halides and sulphates * Instrumental methods * Flame emission spectroscopy |
| Science: Physics |
| **Particle model of matter** – pupils to know:   * Density of materials * Changes of state * Internal energy * Temperature changes in a system & specific heat capacity * Changes of state & specific latent heat * Particle motion in gases * Pressure in gases * Increasing the pressure of a gas   **Electricity at home –** pupils to know:   * Direct and alternating potential difference * Mains electricity * Power * Energy transfers in everyday appliances * The National Grid |
| English: | |
| English Language  Politics   * Know the differences between different political parties, including Conservative, Labour, left to right spectrum and left and right-wing parties. * Know what a manifesto is and the purpose of a manifesto. * Know the key conventions of a manifesto. * Know the key language methods of a manifesto. * Know the key conventions of a speech and know how to effectively deliver a speech through oracy skills. * Know what inauguration means and know the intentions of prime minister speeches. * Know the key traits in language of Prime Ministers past and present. Know how to draw comparisons between two different political figures. * Know how to identify and apply pathos, logos and ethos to a piece of political writing. * Know the elements of persuasive language in both writing and speech making and know the effects that these techniques have. * Know the impact and effect manifestos have through reading a range of non-fiction texts like opinion articles. * Knowledge of an oracy presentation: * Planning, delivery, voice projections, audience awareness, question and answer discussion / debate.   Victorian Viewpoints  Knowledge of key 19th Century themes/contexts: Hooliganism; Knife Crime; Ripper Killings; public hangings.  Thematic exploration of Victorian contexts: •Religion •Children •Work •Holidays •Raising children/family •Gender •Class •Poverty •Industry & science •Crime  Knowledge of key texts – both fiction and non-fiction: MP speech on working conditions War of the Worlds (H.G. Wells); Workhouse wards; Newgate Gaol Prison; Male Bloomers article (1854); Wildlife Under the Equator (1861);  Knowledge of structure of texts: •Mode •Passive or active; •Observational •Involved •Documentary style: intrusive or impartial •Highly opinionated- critical, sympathetic for example •Reflective •Catalogue of events •Chronological; elliptical.  English Literature  Romantic Poetry   * Know how to identify meaning through metaphor in Blake’s A Poison Tree. * Know the social and historical background of the Romantic Poets – the life and influences of Wordsworth, Blake, Shelley, Byron, Wollstonecraft and Robinson. * Know the key conventions of Romantic Literature. * Know how to apply aspects of context to our understanding of Shelley’s England in 1918, with a focus on attitudes towards the monarchy. * Know how Wordsworth uses imagery to present key ideas in I wandered lonely as a cloud and how the poem demonstrates aspects of context. * Know how place is presented in the poetry of Wordsworth (Composed upon Westminster Bridge) and Robinson (London’s Summer Morning) * Know how attitudes are presented through ambiguous language in La Belle Dame Sans Merci * Know how Blake uses symbolism to present attitudes to religion in Lamb and Tiger * Know how place is presented in Wollstonecraft's Letter from Norway, making links to ‘the sublime’? * Know how Keats uses the form of and imagery into Autumn to present attitudes and ideas.   Dramatic Methods   * Know the history/origins of the play as a form of literature from Greek tragedy to modern day. * Know the conventions of a playscript. * Know how to identify the features of a playscript. * Know how to identify dramatic methods and understand why playwrights use them. * Know how to identify key structural devices used in plays. * Know the key features of the Elizabethan Theatre and the context of the Elizabethan era. * Know how plays can be seen as a reflection/critique of society.   Timeline of theatre styles to include:  Greek tragedy  Roman Theatre  Commedia dell’Arte  Elizabethan Theatre  Restoration Theatre  Realism  Modern Theatre 21st C  Theatrical forms  Tragedy-Comedy-Melodrama-Drama  Study of important playwrights to include:  Shakespeare  C. Marlowe  A. Miller  J.B. Priestley  Important Plays  The Importance of Being Earnest   * Knowledge of genre and where they fit on the timeline. * Some basic knowledge of key characters and basic plot overview   Typical conventions of a play:  Script conventions  The theatre layout  Stage directions  Characters  Props  Audience  Dramatic Devices/Methods  Aside  Dramatic Irony  Comic relief  Soliloquy  Monologue  Prose Iambic pentameter  Doggerel  Aside  Foreshadow  Characters in Plays  Aristotle’s theory of a Tragic Hero  Key Terms:  Hubris  Tragic flaw  Hamartia  Anagnorisis  Peripeteia  Protagonist  Antagonist  Foil  Antithesis | 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 what you read * Talk about helping each other at school * Talk about shopping * Talk about making decisions about the future * Talk about what you do to yourself, using reflexive verbs * Talk about what someone else does to themselves, using reflexive verbs * Talk about things that happened at the same time  German Know how to:   * Talk about what you do generally and are doing now * Compare what people do: preparing for an event * Say what you see: describing pictures * Talk about what people did and have done: finding out about people's lives * Talk about *when*: now and in the past * Talk about what you would like * Talk about future challenges * Talk about what is important * Talk about recent journeys * Talk about things you do and have done with and for others * Talk about everyday actions and routines  Spanish Know how to:   * Describe routines and events in the past at school, work and family celebrations * Describe what something is like and used to be like * Give advice and instructions * Talk about jobs * Talk about spending time with friends | 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 * 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: | |
| **The Cold War**  To know why there was a Cold War, looking at the Grand Alliance at the end of WW2, the creation of satellite states in Eastern Europe and the development of nuclear weapons like the atomic bomb.  To know about the significance of the Truman Doctrine and Marshall Aid, as well as Cominform and Comecon.  To know about the Berlin Crisis of 1948-49 – the Berlin Blockade and Airlift.  To know about Cold War Crises, including the building of the Berlin Wall, the Cuban Missile Crisis, and the Prague Spring.  To know about the policy of détente.  To know about the end of the Cold War and its legacy.  **History of Arts:**  To know the song ‘We didn’t start the fire’ and how this can be a useful source when studying the Cold War.  To know about the Red Scare, McCarthyism and the influence of the Cold War on music, considering the significance of Pete Seega.  To know about the Space Race and how Soviet propaganda (as a form of artwork) showed events during the Space Race. | ‘Research, do, review’ tasks will be provided by class teachers.    Using their exercise books, test your child on key terms from their key word glossaries.    Use of BBC Bitesize as a helpful tool, including this this video clip:  <https://www.bbc.co.uk/bitesize/topics/z8k9q6f> |
| Geography: | |
| Know what is meant by geology  Know why geology has an impact on the landscape of the UK  Know how features along the coast are formed  Know how humans use the coast  Know how we can use maps to investigate the coast  Know key misconceptions in geography and develop a realistic view of the world in which they live | Research, review and do tasks on the sheet which will be provided by class teachers.  <https://www.bbc.co.uk/bitesize/topics/z6bd7ty> |
| RE: | |
| Religion, Crime and Punishment  To know the definitions of crime and punishment  To know the concepts of good and evil intentions  To know the reasons why some people commit crime  To know Christian attitudes towards people who commit crimes  To know the aims of punishment – reform, retribution and deterrence  To know Christian attitudes towards suffering  To know types of punishment – prison, corporal punishment and community service  To know how these punishments meet the aims of punishment  To know what is meant by forgiveness and a case study relating to forgiveness  To know attitudes towards the use of the death penalty | Homework will be revision or research based to consolidate or extend their knowledge. Links to GCSE pod and other revision videos will be available on the padlet: <https://padlet.com/sskingle/aqa-gcse-re-preparation-wqe8ige4l3lty8qa> |
| Core PE | |
| To know the key fitness components and definitions for athletics events  To know how to apply the rules to a variety of summer sport activities  Students will learn key knowledge based upon the sporting activity they are participating in.  For example – know when to play a specific shot in tennis, or know how to overcome opponents using set plays in a range of striking and fielding 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 how digital images are composed of individual elements   * Know how an image can be represented as a sequence of bits * Describe how colour can be represented as a mixture of red, green, and blue, with a sequence of bits representing each colour’s intensity * Know how to recall that the colour of each picture element is represented using a sequence of binary digits * Know how to describe the trade-off between representation size and perceived quality for digital images * Know how to explain how the manipulation of digital images amounts to arithmetic operations on their digital representation * Know how to describe and assess the creative benefits and ethical drawbacks of digital manipulation * Know how to explain the function of microphones and speakers as components that capture and generate sound * Know how to describe how sounds are represented as sequences of bits | Home learning:  Keyword definitions  How you can help:  Using the keywords on your child's OneNote, reiterate the terms covered in each lesson |
| 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 concept of limited liability:  ● limited and unlimited liability  ● the implications for the business owner(s) of limited and unlimited liability.  Know the types of business ownership for start-ups:  ● sole trader, partnership, private limited company  ● the advantages and disadvantages of each type of business ownership.  Know how to explain the option of starting up and running a franchise operation:  ● the advantages and disadvantages of franchising.  Know the factors influencing business location:  ● proximity to: market, labour, materials and competitors  ● nature of business activity  ● the impact of the internet on location decisions:  e-commerce and/or fixed premises.  Know what the marketing mix is and the importance of each element:  ● price, product, promotion, place.  How the elements of the marketing mix work together:  ● balancing the marketing mix based on the competitive environment  ● the impact of changing consumer needs on the marketing mix  ● the impact of technology on the marketing mix: e-commerce, digital communication.  Know the role and importance of a business plan:  ● to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix.  Know the purpose of planning business activity:  ● the role and importance of a business plan in minimising risk and obtaining finance. | Key terms & definitions.  How you can help:  Display key terms. Look out for news stories about new businesses and the importance of having the correct type of ownership.  Use the link below and discuss the concepts with your child:  <https://www.bbc.co.uk/bitesize/topics/z7vhxyc> |
| Computer Science: | |
| Know how to describe python commands  Know how to use python syntax  Know how selection works within code  Know what a mathematical operator is and why we use them  •Know how to recognise the different data types and when to use them  Know the need for loops within code  Know how to define the two types of loop Know the difference between a count and condition controlled loop  Know the key features of a condition controlled (while) loop    Know the basic error types in python  Understand the purpose of databases.  Define key terms such as table, field, data type  Identify appropriate data types for data   * . | 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:  Promote programming at home. This can be done in a web browser by searching ‘Replit Python’. The following website can be used to help with code:  <https://www.csnewbs.com/python> |
| 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 how political comedy is used within drama.  To know the work of John Gober’s Teachers and explore political texts within drama.  To know hey terms and skills within drama such as:  Stimulus and Proxemics  To know the methodologies of the Drama Practitioner  To know how to use Forum Theatre successfully within performances.  To know how to use drama physical theatre, facial expression and vocal tone within performance. | Home Learning:  Definitions of Key terms – create flash cards for key Drama vocabulary with definitions.  Research the drama practitioner John Gober.  How you can help:  Encourage your child to practice the spellings and describing the definitions of the key terms and strategies.  Research examples of Political Comedy, these can be found on YouTube, watch the examples together. |
| Music: | |
| Know the features of film music and understand compositional techniques.  Know the key components of film, video game and minimalism music.  Know compositional techniques and how music is used for visual (sync)  Develop and understanding of melodic development and harmonic progression  Develop performance skills, knowing how to add expression, dynamics, and articulation.  To know about leitmotifs and how to create one to represent a character, place, or emotion. | 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 choreographic intent of Message in a Bottle  To know how different dance styles can enhance performance.  To know a short group phrase of professional work  To know the choreographic process and how to use a stimulus.  To know how to use choreographic intent, ASDR and structure to create a one minute solo dance  To know how different aural settings can enhance a performance  *To know about Swansong by Christopher Bruce and expressive skills*  *To know the choreographic intent of Swansong*  *To know how the costume, lighting and aural setting enhances performance*  *To know a short solo phrase of professional work* | 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 different social contemporary issues surrounding sports participation and performance  To know the different fitness tests that are appropriate for a range of sports and activities  To know how to carry out a range of fitness test for different athletes | To apply their knowledge through a range of multiple choice and short exam questions  Create a range of cue cards for key terminology  How can you help?  Encourage your child to participate in a sports club  Quiz your child on the key knowledge vocabulary and definitions, using their cue cards |
| 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 |