

Year 9 Autumn topics

English

Autumn 1 <i>3rd September 2020 - 26th October 2020</i>	Autumn 2 <i>2nd November – 20th December 2020</i>
Content The Crucible	Content After The Fire/related non fiction Imaginative Writing
Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: READING FOR LITERATURE AO1: Read, understand and respond to texts Students should be able to maintain a critical style and develop an informed personal response. Students should be able to use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: READING FOR LANGUAGE AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO4: Evaluate texts critically and support this with appropriate textual references. WRITING AO5: Communicate clearly, effectively and imaginatively AO6: SPaG READING FOR LITERATURE A01 – Understanding the text A02 – Language and structure A03 – Context

Maths:

Autumn 01 <i>Weeks 1 – 7 (7 weeks)</i>	Autumn 02 <i>Weeks 8 – 15 (8 weeks)</i>
KPI 9.01 - Place value & Number Properties	KPI 9.07 - FDP
KPI 9.02 - Decimals	KPI 9.08 - Fractions
KPI 9.03- Estimation and Rounding	KPI 9.09 - Percentages
KPI 9.04 – Indices, Powers & Roots	KPI 9. Write a fraction in its simplest form and find equivalent fractions 2
KPI 9.05 - Factors, Multiples & Primes	Covert between fractions, decimals and percentages 2
KPI 9.06 - Ratio (KPI 8.15) Place value e.g. ordering integers and decimals, working with very large and very small numbers, use the symbols =, ≠, <, >, ≤, ≥	Compare unit fractions 3

<p>Recognise and problem solve with Odd and Even numbers</p> <p>Negative Numbers: ordering, manipulation</p> <p>Adding, subtracting, multiplying and dividing integers and decimals</p> <p>Manipulation of Decimals e.g. $2.54 \div 4$, using one calculation to perform another, ordering decimals (including use of inequality symbols)</p> <p>Calculations involving money and correct use of units</p> <p>Order of operations (BIDMAS): use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>Prime numbers, prime factor decomposition, LCM, HCF (of small and large numbers)</p> <p>Powers and roots e.g. squares (from 1×1 to 15×15), cubes (2, 3, 4, 5 and 10) and their corresponding roots</p> <p>Recognise powers of 2, 3, 4, 5</p> <p>Use index notation for integer powers of 10, including negative powers</p> <p>Simplify and calculate the value of numerical expressions involving multiplication and division of integer powers, negative powers and powers of a power</p> <p>Understand the term reciprocal</p> <p>Error intervals using inequalities</p> <p>Apply and interpret limits of accuracy</p> <p>Rounding number to the nearest 10, 100, 1000, and to a given number of decimal places</p> <p>Rounding to significant figures</p> <p>Estimate answers to one or two step calculations</p> <p>Calculations involving surds and rounding</p> <p>Simplify ratios</p> <p>Write ratios in form $1 : m$ or $m : 1$</p> <p>Divide a quantity into a given ratio</p> <p>Write ratios as fractions</p> <p>Compare lengths, areas and volumes using ratio notation and scale factors</p> <p>Apply ratio to real contexts and problems such as those involving conversion, comparison, scaling, mixing, concentrations</p>	<p>Order fractions, decimals and percentages. Use the symbols $=, \neq, <, >, \leq, \geq$</p> <p>Recognise recurring decimals and convert fractions into recurring decimals $\frac{3}{4}$</p> <p>Add and subtract fractions and mixed numbers with different denominators 2</p> <p>Multiply and divide fractions and mixed numbers. Simplify calculations by cancelling first 3</p> <p>Fraction of an amount 2</p> <p>Identify and work with fractions in ratio problems 4</p> <p>Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 3</p> <p>Find the reciprocal of an integer, decimal or fraction 4</p> <p>Percentage of an amount (including of a measurement) with and without a calculator</p> <p>Percentage increase and decrease</p> <p>Finding the original amount (reverse percentage) with and without a calculator</p> <p>Work with percentages greater than 100%</p> <p>Compare two quantities using percentages</p> <p>Express one quantity as a percentage of another</p> <p>Use percentages in real-life situations e.g. price after VAT, value of profit or loss, simple interest, income tax</p> <p>Best buy</p> <p>Recipes</p> <p>Currency</p> <p>Unitary method</p> <p>Use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate</p> <p>Solve problems involving direct and inverse proportion, including graphical and algebraic representations</p> <p>Understand what an 'identity' is</p> <p>Add and subtract fractions with an algebraic numerator</p>
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	<p>Multiply, divide and simplify algebraic fractions</p> <p>Expanding double brackets</p> <p>Factorising quadratics of the form $x^2 + bx + c$</p> <p>Difference of two squares</p> <p>Use algebra to show expressions are equivalent</p> <p>Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments 10 – Proportion</p>
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Science:

Autumn 01		Autumn 02	
9CR: chemical reactions 9CE: chemical energetics		9PS: sound 9BB: biological systems	
9CR	<p>This unit is the groundwork for much of the GCSE Chemistry – particularly the work on metal extraction, but also the ideas around useful materials from the Earth such as oil. The unit begins by recapping the work covered in year 8 on basic atomic structure and electron configuration and then adds on neutron numbers, atomic mass and formula mass. Writing chemical formula and balancing equations are brought together too, and this is a good place to start students writing symbol equations if they haven't already done so. Students find writing the formula and balancing the equation together really difficult – they frequently miss out the correct formula writing using ion charges – so there are lots of opportunities for differentiation here. At a minimum, students should be using the formula for common acids and attempting to balance simple equations provided. More able students may be able to use ion charges to write and balance whole equations. The skills are introduced in the first few lessons (writing ionic formulae, RFM and balancing equations) and can be consolidated throughout the unit.</p> <p>The unit deals with metal extraction, neutralization and salt preparation and oil as a resource</p>		
9CE	<p>This topic will introduce the idea of rates and factors that affect rates for the first time. How rates are measured is covered first, focusing on the element of time that is essential. There is a required practical, which uses the same reaction as the first lesson to avoid confusion and just allow the changing of concentration. The ideas of surface area and catalysts are introduced. If you have time, you could also do the effect of temperature here.</p> <p>The unit then covers types of reaction – endothermic, exothermic and then combustion, oxidation and thermal decomposition.</p>		
9PS	<p>This unit builds on the work in year 8 on light waves and makes several links to it. The unit begins by reviewing the work from year 8 and establishing the different types of wave. Waves in matter are introduced and water and sound waves are used as examples of this. The idea of absorption of energy leading to an increase in the thermal store of a substance is revisited here too. The unit then looks at the speed of sound in different media and is a chance to revisit accurate language around particle theory. Then, uses of ultrasound and how microphones and loudspeakers work. The last lesson provides a chance to revisit electromagnetism and a galvanometer is a nice way of demonstrating the connection between electricity and magnetism.</p>		
9BB	<p>This unit builds on the work in year 8 on light waves and makes several links to it. The unit begins by reviewing the work from year 8 and establishing the different types of wave. Waves in matter are introduced and water and sound waves are used as examples of this. The idea of absorption of energy leading to an increase in the thermal store of a substance is revisited here too. The unit then looks at the speed of sound in different media and is a chance to revisit accurate language around particle theory. Then, uses of ultrasound and how microphones and loudspeakers work. The last lesson provides a chance to revisit electromagnetism and a galvanometer is a nice way of demonstrating the connection between electricity and magnetism.</p>		

PE:

<i>Autumn 01</i>	<i>Autumn 01</i>
<i>Weeks 1-7 (6 weeks)</i>	<i>Weeks 1-7 (6 weeks)</i>
Rounders Basketball Football Cricket Handball	Rounders Basketball Football Cricket Handball

Construction:

<i>Autumn 01</i>	<i>Autumn 02</i>
<p>Content</p> <p>Health and Safety</p> <p>Soldering correctly</p> <p>Tools and Equipment,</p> <p>Types of Materials,</p> <p>Theory on Components and their uses, the circuit and resistors</p> <p><u>Assessment Objectives</u></p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> •To understand why we undertake health and safety rules •To be able to describe and identify the uses of tools in project. •To be able to compare the different types of materials i.e. wood & wood composites, •To understand the theory on components and their uses •Mini Test 	<p>Content</p> <p>Types of Materials, Theory on Components and their uses, the circuit and resistors</p> <p>Further theory on tools and equipment</p> <p>Know the four main manufacturing processes</p> <p>Theory on thermoplastics and thermosetting plastics</p> <p><u>Assessment Objectives</u></p> <p>This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> •To be able to solder and connect a PCB board for their LED light correctly •To be able to use different handtools effectively and correctly with all materials •To understand which scales of manufacturing are relevant to their project and if they were to sell the product. •To know the difference between thermoplastics and thermosetting plastics •To be able to identify different plastics and their characteristics

Geography:

<i>Autumn 01</i>		<i>Autumn 02</i>	
<i>Weeks 1 – 7 (7 weeks)</i>		<i>Weeks 8 – 15 (8 weeks)</i>	
Content		Content	
7/9	Introduction to ecosystems/nutrient cycle – Y8 content Climate Graphs/biomes – Y8 content	10	Test Feedback
14/9	Tropical rainforest case study – Y8 content Desert case study – Y8 content	11	Location and Features of an Emerging Economy
3	Evidence for Climate Change Natural Causes of Climate Change	12	Development Indicators Mastery/ Buffer
4	Human Causes of Climate Change: The Enhanced Greenhouse Effect	13	Employment Structure and Change in Emerging Countries
5	Buffer Human vs Natural Causes of Climate Change (extended writing)	14	How do emerging countries emerge: China (PLC) Rapid urbanisation in Emerging Countries
6	Impacts of Climate Change	15	Buffer/ mastery
7	Should the UK reduce emissions dilemma Adaptation and Mitigation	16	Opportunities and Challenges: Rio Extended Writing: Assess 'there are more opportunities than challenges in Mumbai'
8	Mastery/ Buffer	17	Impact of TNCs on South Korea: from emerging to developed
9	Extended written task: Evaluate the effectiveness of the response methods to climate change Revision		

RE:

<i>Autumn 01 What makes you Human? (7 weeks)</i>	<i>Autumn 02 What makes you Human? (8 weeks)</i>
Content	Content
1. What makes you, you?	1. How are we free?
2. How much is a person worth?	2. What does the future hold for Humanity?
3. Are Humans special?	3. Assessment
4. What is the purpose of Human life?	Homework: What are the global concerns for the future?
Homework: Prepare a 30min pitch of your purpose in life.	Homework: Revise for assessment using knowledge organisers.
Homework: Find out what the caste system is in India.	
Assessment Objectives	
This is the knowledge, application and skills assessed by the Big Test:	
Grade 5: Students demonstrate a clear understanding of Christian teachings and beliefs about the value of a human. Their opinions will be carefully considered and justified using well-reasoned ideas and examples. There is clear application of religious teaching. There is a good use of key terms.	
Grade 4: Students can represent range of viewpoints based on their learning and experience and should be able to refer to religious teachings. An organized structure with an accurate range of key terms.	
Grade 3: Students can represent range of viewpoints based on their learning and experience and should be able to refer to religious teachings. An organized structure with an accurate range of key terms.	
Grade 2: Students can compare different points of view. Student are able to display a more accurate use of use of key terms.	
Grade 1: Students will be able to state different beliefs about the importance of human life. Students will be able to recall some key words. A basic use of key terms.	

History:

<i>Autumn 01</i>	<i>Autumn 02</i>
<i>Weeks 1 – 7 (6 weeks)</i>	<i>Weeks 8 – 15 (8 weeks)</i>
<p>Content: World War One</p> <p>Content includes the causes of the war: imperialism, militarism and nationalism.</p> <p>Key events such as recruitment, key battles and the impact of trench warfare.</p> <p>A lesson on suffrage movement may be possible if time allows.</p> <p>The contribution of Empire troops.</p> <p>Skills: causes and consequences. Significance (GREAT model)</p> <p>Assessment Objectives This is the knowledge, application and skills assessed by the BIE piece.</p> <p>Explain why WWI started (12 marks)</p> <p>Cultural capital: How modern Europe has been shaped. Impact of War.</p>	<p>Content: Hitler's rise to power</p> <p>The Treaty of Versailles</p> <p>Weimar Germany and the Rise of Hitler and Nazi Party.</p> <p>The Holocaust.</p> <p>Skills: source analysis and interpretation</p> <p>Assessment Objectives Knowledge, source and interpretation work.</p> <p>Interpretation task. (4marks)</p> <p>Cultural capital: Tolerance. Warnings from History.</p>

Art:

<i>Autumn 01</i>	<i>Autumn 02</i>
<i>Weeks 1 – 6 (6 weeks)</i>	<i>Weeks 8 – 15 (8 weeks)</i>
<p>Content</p> <ul style="list-style-type: none"> • Paul Cezanne • Still Life • Impressionism • Pablo Picasso • George Braque <p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> • Know the definition of Impressionism • Be able to identify the impressionist style • Be familiar with the work of Cezanne • Know what a balanced composition is • Develop a still life drawing in a cubist style • Know how to use a 'Cubist' palette • Know that the Cubist techniques involved collage & mixed media • Know that Pablo Picasso used collage in the Cubist style • Know how to create the illusion of depth in a picture <p>LESSON TASKS-</p> <ul style="list-style-type: none"> • Classroom Rules/Expectations and social distancing. 	<p>Content</p> <ul style="list-style-type: none"> • Know about the significant artists of the Pop Art Movement • Roy Lichtenstein <p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test:</p> <ul style="list-style-type: none"> • To be familiar with the colours and style of the Pop Art movement • Compare different styles of Pop Art. Be familiar with work of Roy Lichtenstein • Create original work based on the artist's style <p>LESSON TASKS-</p> <ul style="list-style-type: none"> • Classroom Rules/Expectations and social distancing.

<ul style="list-style-type: none"> • Baseline Test Paul Cezanne skull (HAP) Still Life (MAP/LAP) • 2 Vases with tonal shading • Cubist Still Life with watercolours • (HAP) Addition of Music notes 	<ul style="list-style-type: none"> • Cubist Composition • Pop Art Still Life inspired by Roy Lichtenstein • Pop Art Test (Blue haired Girl/Blonde Girl/POP) • Lichtenstein Dog Drawing
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French:

Autumn 01 Weeks 1 – 7 (7 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
Content RECAP Chez moi: Places to live Habiter – full paradigm (tenses- present & conditional) Descriptions house/ bedroom Prepositions Ma journée Morning routine & Reflexive verbs Time/ timetables After school/ activities School subjects Au café Drinks/Snacks / costings	Content – On s’amuse (Expo 1) / Temps Libre (Expo 2) J’aime + inf Je joue/je fais Sports/Games Jouer + a Instruments Jouer + de Activities last weekend TV & music Opinions in the past Grammar Conjugations Negatives Imperfect tense Passé Composé (avoir/etre)
Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: I can: Ask for and price food & drink items Conjugate and use frequently seen verbs in more than one tense Describe my daily routine, using conjugated reflexive verbs and times Talk/write about what activities I do in and after school, including subjects and opinions in more than one tense Ask questions & give details about myself, my family, my pets and where I live/would like to live Ask for and give opinions Conjugate and use the verbs etre and avoir and habiter with adjectival agreement and negatives Describe my house / ideal house	Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: I can: Ask if someone likes doing sport and say which sports, I do and like/dislike Say what I like to do Say what sports I did/used to do Say when I do certain activities Ask if someone plays a musical instrument Say which instruments I do/don’t play/played/used to play/would like to play Say what I did recently/last weekend using irregular verbs Say what tv programmes I watch/have watched and give opinions Use the 24h clock Say where I went

Spanish:

Autumn 01 Weeks 1 – 7 (7 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
Content: Culture and learning a language and grammar <ul style="list-style-type: none"> • Why study languages • Dictionary skills • Class room instructions • Countries that speak Spanish • History of Spain • Lifestyle • Question words 	Content – Grammar, En casa and Christmas Halloween and the day of the dead Opinions and justifications Infinitives Immediate future Proper future Conditional tense Present tense verbs and conjugations



<ul style="list-style-type: none">• Recap Bienvenidos and tu yo• Colours• Colours and opinions• Animals – pets• Masculine/feminine adjectival agreements <ul style="list-style-type: none">• Plurals and grammar• Family members• Zoo animals• Farm animals• Wild animals• Insects• Opinions• Negatives• 3 tenses –present, imperfect and conditional <ul style="list-style-type: none">• Animal sayings• colours• eyes• hair• adjectival agreements• 3rd person verb endings Finish Tu y yo <ul style="list-style-type: none">• physical descriptions (shape and size) – tall, short etc.• adjective endings depending on male or female• 3rd person• Past tense• Immediate future tense• Personality characteristics	<p>Housing in Spain/Latin America Types of houses/living space Location and areas Description of houses Parts of the house Christmas in Spain</p>
<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test: To be able to understand classroom instructions Useful phrases To understand why people should study languages To understand the history of Spain To be able to understand and explain the Spanish lifestyle To Speak about different Spanish-speaking Countries To be to use question words and ask questions Bienvenidos and Tu y yo revision Mini test to be done half way through topic covering what they have learnt so far.</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test:</p> <p>To understand how to use opinions with infinitives and give reasons</p> <p>To understand and use immediate future tense conjugations To understand and use proper future tense conjugations To understand and use conditional tense conjugations To understand present tense conjugations To be able to identify and use words related to Halloween and the day of the dead To understand the different types of housing in Spain and Latin America To identify and use local areas Saying where you live and asking others Using present tense conjugations and talking about where others live To use north/south/east/west To use adjectives to describe living spaces To learn all the rooms/parts of the house To use masculine/feminine and plural nouns To understand how Christmas is celebrated in Spain</p>

Drama:

Autumn 01 Weeks 1 – 7 (6 weeks)	Autumn 02 Weeks 8 – 15 (8 weeks)
<p>Scripted performance-</p> <p>Study of modern text- DNA Exploring acting skills and techniques</p> <p>Develop an understanding of student’s confidences abilities acting: Verbal and non verbal communication as an actor-voice facebody space.</p> <p>allowing for assessment and work to be practical or written depending on the cohort/class/ confidences and Covid risk assessments</p>	<p>Devising performance</p> <p>Conventions: Still image Thought track Slow motion Angel vs devil Playing it forward</p> <p>Stimulus: BLM protests links to Edward Colston, Paul Stephenson and Rosa Parks- links to Mark wheeler OMTST</p>
<p>Assessment Objectives</p> <p>1.3 how the writer communicates role/character through language</p> <p>Either performing or writing about: 2.1 Perform the chosen section from the modern text by: a. Using spoken dialogue and related movement b. Demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality c. Appropriately interpreting the character</p>	<p>Assessment Objectives</p> <p>The learner can:</p> <p>1.1 Describe personal aims in relation to the live performance including own image, repertoire and audience expectation 1.2 Propose ideas for the performance that incorporates your chosen discipline: acting or dance 1.3 Produce a production plan to meet the needs of an agreed brief 1.4 Analyse Health & Safety issues in the context of a live performance 2.1 Work with others to plan and rehearse the performance 2.2 Present a performance to a target audience 2.3 Demonstrate acting/dance skills during the performance 3.1 Review their performance in the light of feedback 3.2 Suggest ways to improve future performances</p>

Hospitality:

Autumn 01 2020 Weeks 1 – 8 (8 weeks) 1/9/20 - 23/10/20 - OCTOBER HALF TERM	Autumn 02 2020 Weeks 8 – 15 (7 weeks) 2/11/20 - 18/12/20 - CHRISTMAS
<p>Content</p> <p>Food, kitchen and personal hygiene Health and safety Equipment Hazards in a commercial kitchen Food poisoning bacteria and symptoms</p>	<p>Content</p> <p>Practical skills Contamination Risk assessment Vegetables Nutrients</p>