

# Year 9 Curriculum



The Curriculum at Summerhill is constantly evolving.

This document describes the curriculum for Year 9 in 2015-16: the Year 9 curriculum for 2016-17 will be different.

## Timetable allocations:

Subject	Number of periods per week	How the groups are organised
Art	2	Mixed-ability groups
Computing	2	Mixed-ability tutor groups
Design Technology	2	Mixed ability groups
English	4	Groups organised by ability
French or Spanish*	3	Groups organised by ability *
Geography	2	Mixed-ability tutor groups
History	2	Mixed-ability tutor groups
Maths	4	Groups organised by ability
Music	1	Mixed-ability tutor groups
PE	2	Mixed ability groups
Religious Studies	2	Mixed-ability tutor groups
Science	4	Groups organised by ability

\* a small number of students who are struggling with literacy in English take a Literacy Skills course instead of learning French or Spanish

## Enrichment Days:

In addition to the weekly timetabled lessons, there will be 7 Enrichment days during Year 9, covering PSHEE and Citizenship topics:

- Learning to Learn
- Law and Order
- Career planning and options for the future
- Government and Politics
- Human Rights
- Making choices: Health Issues

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## Year 9 Curriculum: Art

**Drawing:** students refine their skills by carrying out observational drawing related to their theme eg trees

**Painting:** students use watercolour/acrylic painting to develop their theme eg landscapes

**Art History:** students study the work of a chosen Art movement eg Impressionism

**Pottery:** students learn how to make a 3D sculpture, exploring more techniques for decoration and glazing

**Craft:** students experiment with Batik, silk painting or printing

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## Year 9 Curriculum: Computing

**Vector Graphics:** the difference between Bitmap and Vector images; advantages of each image type; how they are used in industry.

**Research Skills** Collecting information from Internet sources with an emphasis on validity, reliability and bias.

**Small Basic** Our final look at Small Basic, introducing the use of graphics within our applications.

**Legal, Social and Environmental:** laws that impact on the use of computing; how different groups within society may benefit from computers; the digital divide; the impact our devices have on the environment.

**Visual Basic:** producing efficient programming code; debugging

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## Year 9 Curriculum: Design Technology

**General:** how the design process has a direct influence on products they use in everyday life, how to use research findings to inform creative designs which will result in useful and innovative products, and how feedback and evaluation will lead to further improvement in designs.

**Graphic Products:** how promotional products are used in marketing; how Photoshop can be used as a Computer Aided Design package for producing professional images; how the environmental impact of large scale production can be minimised by the use of sustainable materials.

**Textiles:** how existing Textile products can be adapted for prototype work; how a range of colour application and adornment techniques can enhance a product; how Photoshop can be used as a Computer Aided Design package for producing innovative designs to be used in the industrial process of Sublimation Printing onto Fabric.

**Food:** food safety and hygiene; a range of techniques which can be used in the presentation of Food to enhance the appearance; how Rating tests are used in industry to cover Taste, Appearance, Aroma and Texture; how recipes can be designed to target the essential nutrients needed for different target groups.

**Resistant Materials:** how cams can be used to store and repeat actions; how different mechanisms can be combined to create a desired movement in a product; how Computer Aided Manufacture can be used to produce one-off components for a product.

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## Year 9 Curriculum: English

**Exploring texts:** Students will study a modern text such as 'Heroes', 19th century short stories such as 'The Signalman' and a Shakespeare play such as 'Much Ado About Nothing'. They will analyse the use of setting, character and themes. In addition, reading the texts will give opportunities for creative writing from the perspectives of characters or to reflect aspects of plot.

**Exploring poetry:-** Students will read poetry composed upon the subject of war. They will analyse poems they have studied, considering the poet's use of language and structure as well as the poet's attitude to war. They will also use the poems as the basis for creative writing,

**Exploring media:** Students will watch clips from disaster movies and read broadsheet newspaper articles. They will analyse the texts they have studied and write a newspaper article.

**Exploring writing:** Students will write in a variety of styles using biographies, junk mail, speeches and pictures as stimuli. They will work on improving the accuracy their spelling, punctuation and grammar as well as the structure and content of their creative work.

**Spoken language:** Students will be expected to participate in different situations where their speaking and listening skills will be tested. They will contribute to group discussion, take part in role play and give a presentation.

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## Year 9 Curriculum: French

**Celebrity:** how to describe a famous person/idol; revise key structures; use 3 tenses

**Media:** how to express more sophisticated opinions on TV/cinema/books/music; how to review a film

**Why learn a language?** some key modal verbs; have discussions, expressing and justifying opinions

**Haiti:** the earthquake and social assistance projects; the imperfect tense is introduced.

**Health and Fitness:** how to discuss a healthy lifestyle; how to use and understand 4 tenses

**Town and region:** how to describe where you live and make comparisons and recommendations.

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## Year 9 Curriculum: Geography

**Tourism, good or bad?** – types of tourism; the impact of tourists; how tourism could be more sustainable. Fieldwork to investigate the benefits and problems of tourism in the town of Stratford-upon-Avon.

**The restless Earth:** what are volcanoes and earthquakes? Why do they occur? How are people affected?

**Japan:** a study of interactions between the human and physical environment. Contrasts, problems and changes.

**Global fashion industry:** what is meant by globalisation? The chain of production. The future of the industry.

**Tropical rainforests:** location, characteristics, deforestation and sustainable forestry, based upon the Amazon basin.

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## Year 9 Curriculum: History

**The impact of the Industrial Revolution on society:** looks at an overview of the Industrial Revolution and the 'White Slaves of England'.

**The impact of the Trade Triangle on black peoples:** the Trade Triangle; slavery from Africa through the Middle Passage to the plantations; the reasons for and results of the abolition of slavery.

**The impact of the World War One:** the causes of the First World War; what life was like for the soldiers in the trenches; the impact of the Treaty of Versailles; the Suffragettes

**The impact of various events in the Twentieth Century:** The Russian Revolution; the roles of Hitler, Mussolini and Stalin; the Battle of Britain; the Holocaust; the dropping of atomic bombs on Hiroshima and Nagasaki; the Cold War and the assassination of JFK

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## Year 9 Curriculum: Maths

**Number:** how to use positive integer powers and real roots; calculate with and interpret standard form

**Algebraic Manipulation:** how to simplify expressions including sums, product and powers including the laws of indices

**Equations and Inequalities:** how to solve two simultaneous equations in two variables

**Graphs:** how to recognise, sketch and interpret graphs of linear and quadratic functions

**Properties and Constructions:** identify and apply circle definitions and properties

**Mensuration and Calculation:** how to apply the formulae for Pythagoras' theorem

**Probability:** how to calculate the probability and independent and dependent combined events, including using tree diagrams and other representations

**Statistics:** interpret and construct tables, charts and diagrams for continuous data, including frequency tables; recognise correlation and draw estimated lines of best fit; make predictions, interpolate and extrapolate in trends

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## Year 9 Curriculum: Music

**Exploring Hooks and Riffs:** exploring Reggae as a style with roots in Jamaica and performing a reggae song

**Writing a Pop Song:** exploring chords, bass riffs, rhythm and melody when composing a contemporary piece of music using Sibelius software

**Exploring Accompaniments:** exploring and learning chords using the ukelele which will form the accompaniment to a well-known contemporary song

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## Year 9 Curriculum: PE (Boys)

Hockey:

Football:

Rugby:

Softball:

Tennis:

Waterpolo:

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## Year 9 Curriculum: PE (Girls)

Badminton:

Cricket:

Dance:

Hockey:

Netball:

Rounders:

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## Year 9 Curriculum: Religious Studies

**Judaism:** an insight into Jewish beliefs and practices; the impact of these beliefs in the modern day.

**The Holocaust:** the quality of Jewish life before the Holocaust; analysing the challenges of being Jewish during the Holocaust; investigating other groups who were affected by the Second World War.

**Prejudice and Discrimination:** key figures who used their religious beliefs to fight against discrimination, including Martin Luther King, Gandhi and Malcolm X; assessing the effectiveness of their work.

**War and Peace:** the causes and effects of war; cases of war, such as the war in Iraq and the Israeli/Palestine conflict; evaluating these against the Just War Theory; assessing the effectiveness of the United Nations.

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## Year 9 Curriculum: Science

**Cell Biology:** cell structure; cell functions; cell specialisation.

**Cell Growth:** cell division; growing microbes.

**Cell Transport:** diffusion; osmosis; active transport.

**Organisation:** tissues, organs and systems; digestive system.

**Atomic structure:** atoms; elements and periodic table.

**Chemical Changes:** equations; reactions.

**Energy:** changes in systems; transfers.

**National energy and global resources:** renewable and non-renewable; generating electricity.

**Electricity:** circuits; resistance.

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## Year 9 Curriculum: Spanish

**All about me:** introduction to the language that students will need to get by in a Spanish lesson; classroom equipment, typical requests; d to the sounds, alphabet and numbers and 3 key verbs

**My school:** how to give opinions on aspects of school; subjects, teachers, facilities

**Sport and leisure:** how to talk about their leisure time, develop opinions, express frequency, compare activities; introduction to the grammar of the present tense

**Holidays:** how to describe a resort, weather and facilities; how to talk about holidays in detail; introduction to the past tense; start to compare and contrast present, past and future

**Festivals:** key celebrations in the Spanish-speaking world; extended work on using and understanding 3 tenses.

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